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ABSTRACT

Surveys of former summer students, program completers, entering students, expansion classroom students, and former fall/winter students as well as a discussion of the role of marketing techniques at the Eastern Campus of Cuyahoga Community College are presented. Demographic data for all survey populations were collected and included age, sex, race, enrollment status (expectations in the case of entering students), employment status, and educational plans. Questions on degree of satisfaction with instruction, courses, and college services and on the effect of the college in helping to achieve personal goals were asked of former students and program completers. In addition, former students were queried as to their reasons for leaving college, and new students were asked about their intentions and goals, and their decisions to attend this particular college. Copies of survey instruments are appended to the end of each survey report. Marketing and its uses for community college student recruitment, rank ordering of the college's underserved target populations, inventory of marketing research and evaluation to be done at the Eastern Campus, a flow chart of the uses of institutional research in college planning and decision-making, and an outline for a Marketing Environment Review Audit are presented. Seventy-eight data tables are included. (TR)

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ED151044

Cuyahoga Community College
EASTERN CAMPUS

Surveys of

Former Students - Summer

Program Completers

Entering Students

Expansion Classroom Students

Former Students - Fall/Winter

Role of Marketing Techniques

JC 780 132

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FORMER STUDENT QUESTIONNAIRE SURVEY

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Campus President

Cuyahoga Community College
Eastern Campus

September, 1977

ABSTRACT

The 192 students who participated in this study appear to constitute a sample of students that is representative of the Cuyahoga Community College, Eastern Campus, Summer, 1976 student body. Of the respondents, 71 percent were females and 29 percent were males. More than one-half of the students (52 percent) indicated that they did not have a major/program at Eastern; while the remaining 48 percent of the students indicated 28 various major/programs. Of those responding, 67 percent were white students and 30 percent were black. The predominant age group presented in the responses was the 25-34 year olds which accounted for 34 percent of the respondents. Eighty-two percent of the respondents were in the non-traditional student age category of 21-55 years old, compared to 16 percent in the traditional 18-20 age category.

The majority of the respondents indicated that they were enrolled here for four or more quarters before they left the campus. The majority, 68 percent of the respondents, consider themselves primairly part-time students, while 26 percent considered themselves full-time students. The majority of the respondents indicated that they were employed more than half-time while attending Eastern Campus. When asked to state their reasons for not returning to the Campus, the largest number of respondents indicated three major reasons: course selection (21 percent); transfer to a four-year college (13 percent); and employment status (10 percent). When further asked to designate reasons of dissatisfaction with the campus and what the college could have done to encourage respondents to stay, the overwhelming theme running throughout the responses was the scheduling and inavailability of courses. Finally 42 percent of the respondents indicated that they plan to re-enroll at this college within six months.

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INTRODUCTION

This is a first attempt in a series to survey the student body at the Eastern Campus of Cuyahoga Community College to find out how satisfied they were with their experiences at this college and the extent to which the college helped the students reach personal goals, and the reason for leaving the college.

Former Student Questionnaires were distributed to all students who attended Eastern Campus the Summer of 1976. Based on the assumption that summer students are, to a large extent, transcient students at C.C.C. relative to those students who attend the other three quarters, the summer students of 1976 were considered to be "former" students who had enrolled last academic year in the Summer of 1977. It was the paradigm of one summer quarter being seen in the context of the next summer quarter that our focus lie.

PURPOSE

The purpose of this study was to determine the opinions of former students relative to their experiences at the Eastern Campus of Cuyahoga Community College. There were several areas in which the students' opinions and ideas were solicited. The areas can best be defined by four basic questions about the former student body. This study has attempted to answer these questions:

1. How much help did the students' experiences at this college give in reaching selected personal goals?
2. Within the categories of academic, employment, financial, and personal reasons, why did the students leave Eastern Campus?
3. How satisfied were the students with their experiences in overall instruction and courses?
4. How satisfied were the students with the individual college services?

A secondary purpose for the Former Student Questionnaire was the idea of a self-study document. It was our intended purpose to study our own student body to find out what our students felt about their learning environment. This would impact the campus planning process once it was established what the students needs were.

A third purpose for the issuance of the Former Student Questionnaire pertained to recruitment. It was our intention to distribute the questionnaire to all students who attended the Summer Quarter, 1976 before the Summer Quarter of 1977 began. It was hoped that if the student did not return the questionnaire, he/she would at least become aware of the Summer Quarter, 1977 at Eastern and possibly register for classes. This theme was stated in the cover letter sent out along with the questionnaire (see Appendix B).

LIMITATIONS

The major methodological limitation of this survey is that the campus population of former students is biased. This means that any generalizations arrived from the study should be interpreted as applicable only to Eastern Campus students responding to the questionnaire. One aim of every survey is to be able to generalize from returned responses to the entire population of students of interest. As significant numbers of surveyed students fail to respond, response bias occurs and the ability to reliably generalize to the entire population on the basis of returned questionnaire deteriorates. Generally, response bias operates such that those who complete questionnaires will be more positive toward the school and have stronger opinions than those who fail to respond. The bias of the former student population will be looked at in the following section on data collection.

DATA COLLECTION

A one-page questionnaire developed and test-marketed nationwide for two-year college students by the National Center for Higher Education Management Systems (NCHEMS) was used (see Appendix A). This questionnaire, with the logo of the college printed on, satisfied our desire for demographic and attitudinal experiences of Eastern Campus former students.

The questionnaires were distributed before the Summer, 1977 quarter began, in late May and early June. All students who were identified by the college computer center as attending Eastern Campus the Summer of 1976 were sent a questionnaire: 985 students were sent questionnaires; 192 students responded. The overall response rate was approximately 20 percent. No follow-up activity was done.

FINDINGS

The degree of satisfaction with the instruction and courses, the degree of satisfaction with college services, the reasons for leaving the college, and the effect of the college on helping students achieve personal goals are presented in this section. Each of the four above-mentioned variables are represented by a table with a weighted rank and percentages of respondents' answers. The remaining demographic variables in the questionnaire are represented by a percentage table only. This data is intended for descriptive purposes only.

Degree of Satisfaction

The degree of satisfaction the former students had overall with instruction and courses will be discussed first before the degree of satisfaction with College services.

Table 1 shows how former students responded to the question, "How satisfied are you with your experiences at this college in each of the following areas?" Both the overall quality of instruction and the overall impression of the college were ranked high by the respondents, while the availability of needed courses was ranked the lowest, indicating the greatest degree of dissatisfaction. Notice that the top ranked item of the question by the respondents was "the accesibility of instructors".

The percentages of respondents and for non-respondents are also illustrated here. The percentage of the respondents equal 100 percent, for percentages of each questionnaire item were calculated using the total number of actual respondents as opposed to the 192 returned questionnaires. For example, item "e" had a 17 percent non-response rate; this means that only 83 percent of the respondents answered this item of the question. The non-respondent column indicates the percentage of questionnaire item left blank on the returned questionnaires. This format will be followed for the remaining tables used in this survey.

DEGREE OF SATISFACTION WITH COLLEGE SERVICES

Table 2 illustrates how former students responded to the question, "How satisfied were you with each of the college services listed below?" Ranked highest by the respondents of all college services used was "Reading, Writing, Math Skills Improvement". It isn't clear whether this means the Learning Resource Center, the classrooms, or both. Notice that the percent of non-respondents varied between 6 and 13 percent.

TABLE 1

ANALYSIS OF ITEMS BY WEIGHTED RANKS OF RESPONDENTS AND PERCENT RESPONSE TO THE QUESTION, "HOW SATISFIED ARE YOU WITH YOUR EXPERIENCES AT THIS COLLEGE IN EACH OF THE FOLLOWING?"

(n=192)

	RANKING		PERCENT OF RESPONDENTS			PERCENT OF NON-RESPONDENTS
ITEMS	rank order	weighted rank*	dissatisfied	somewhat satisfied	very satisfied	
e. The accessibility of instructors	1	2.37	7	49	44	17
b. The overall quality of instruction	2	2.35	5	54	41	13
a. My overall impression of this college	3	2.35	7	52	41	13
g. If applicable, my overall impression of courses in my major/ program	4	2.31	9	51	40	35
f. Helpfulness of instructors in assisting me with my career plans	5	2.30	11	49	40	22
d. Convenience of times courses were offered	6	2.00	29	42	29	16
c. Availability of needed courses	7	1.91	36	37	27	16

*NOTE: ASSUMES 1.0 = DISSATISFIED, 2.0 = SOMEWHAT SATISFIED, AND 3.0 = VERY SATISFIED

TABLE 2

ANALYSIS OF ITEMS BY WEIGHTED RANKS OF RESPONDENTS AND PERCENTAGE RESPONSE TO THE QUESTION, "HOW SATISFIED WERE YOU WITH EACH OF THE COLLEGE SERVICES LISTED BELOW?" (n=192)

ITEMS	RANKING		PERCENT OF RESPONDENTS					PERCENT OF
	Rank order	weighted rank	never used the service	this service not available	dissatisfied	somewhat satisfied	very satisfied	NON-RESPONDENTS
i. Reading, writing, math skills improvement	1	2.679	69	0	1	9	21	10
c. Financial Aid Office	2	2.516	80	1	1	7	11	12
j. Testing Services	3	2.462	54	0	2	20	24	13
f. Academic Advising (faculty)	4	2.381	64	0	4	14	18	9
n. Library	5	2.368	22	1	8	33	36	9
a. Admissions Office Information	6	2.302	15	1	9	41	34	8
o. Health Center	7	2.286	92	4	0	3	1	11
h. Guidance and Counseling Services	8	2.226	49	0	8	23	20	5
b. Registration	9	2.211	3	2	17	41	37	6
g. Academic Advising (Counselors)	10	2.193	48	0	10	23	19	11
k. Career Development	11	2.109	72	1	5	41	8	10

TABLE 2 CONTINUED

ITEMS	RANKING		PERCENT OF RESPONDENTS					PERCENT OF
	Rank order	weighted rank *	never used the service	this service not available	dissatisfied	somewhat satisfied	very satisfied	NON-RESPONDENTS
d. Student Employment Services while attending college	12	2.107	83	0	3	9	5	12
q. College Cultural Programs	13	2.000	96	1	4	7	4	13
r. Minority Affairs office	13	2.000	97	0	1	1	1	9
e. Job Placement office after college	15	1.923	93	0	3	2	2	11
m. Recreation and Athletic Programs	16	1.765	77	3	9	7	4	10
l. Cafeteria	17	1.703	36	1	25	32	6	9
p. Housing Facilities	18	1.667	85	1	4	6	4	12

* NOTE: ASSUMING 1.0 = DISSATISFIED, 2.0 = SOMEWHAT SATISFIED, AND 3.0 = VERY SATISFIED

Tables 3 and 4 show how the respondents rank-ordered college services never used and not available, respectively.

TABLE 3

ANALYSIS OF ITEMS BY RANK ORDER OF RESPONDENTS AND PERCENT RESPONSE TO THE QUESTION: "HOW SATISFIED WERE YOU WITH EACH OF THE COLLEGE SERVICES LISTED BELOW?"
(n=192)

ITEMS	NEVER USED THIS SERVICE	
	RANK	NUMBER OF RESPONSES
r. Minority affairs office	1	167
o. Health Center	2	158
e. Job placement office after college	2	158
p. Housing Facilities	4	147
q. College Cultural Programs	5	145
d. Student Employment Services while attending college	6	141
c. Financial Aid Office	7	136
m. Recreational and Athletic Programs	8	133
k. Career Development	9	125
i. Reading, Writing, Math Skills Improvement	10	120
f. Academic Advising (faculty)	11	112
j. Testing	12	90
h. Guidance and Counseling Services	13	89
g. Academic Advising (counselors)	14	82
l. Cafeteria	15	62
n. Library	16	38
a. Admissions Office Information	17	27
b. Registration	18	5

TABLE 4

ANALYSIS OF ITEMS BY RANK ORDER OF RESPONDENTS AND PERCENT RESPONSE TO THE QUESTION: "HOW SATISFIED WERE YOU WITH EACH OF THE COLLEGE SERVICES LISTED BELOW?"

(n=192)

ITEMS	SERVICE NOT AVAILABLE	
	RANK	NUMBER OF RESPONSES
p. Housing Facilities	1	18
o. Health Center	2	6
m. Recreational and Athletic Programs	3	5
b. Registration	4	4
c. Financial Aid Office	5	2
k. Career Development	5	2
r. Minority Affairs Office	5	2
a. Admissions Office Information	8	1
l. Cafeteria	8	1
n. Library	8	1
q. College Cultural Programs	8	1
d. Student Employment Service while attending College	12	0
e. Job placement office after college	12	0
f. Academic Advising (faculty)	12	0
g. Academic Advising (counselors)	12	0
h. Guidance and Counseling Services	12	0
i. Reading, Writing, Math skills improvement	12	0
j. Testing Services	12	0

REASONS FOR LEAVING THE COLLEGE

Table 5 shows what reasons former students had for leaving the college. After certain reasons were stated why students leave college, the former students were asked to state their reasons for leaving the college. Notice that the item ranked first by the respondents as a reason for leaving the college was "major or courses not available at this college". Even though the weighted rank for this item was only a 1.70 out of a possible 3.00, notice that this item also had the highest percent of respondents claiming it to be a major reason (29%) relative to the other items listed. The reason least claimed by the respondents to be a reason for leaving the college was that "the college was too expensive". An approximate rate of item non-respondents was 20 percent.

TABLE 5

ANALYSIS OF ITEMS BY WEIGHTED RANKS OF RESPONDENTS AND PERCENT TO THE QUESTION, "LISTED BELOW ARE SOME ACADEMIC, EMPLOYMENT, FINANCIAL, AND PERSONAL REASONS WHY A STUDENT MIGHT LEAVE COLLEGE. TO WHAT EXTENT ARE THESE YOUR REASONS FOR LEAVING THIS COLLEGE?"

(n=192)

ITEMS	RANKING		PERCENT OF RESPONDENTS			PERCENT OF NON-RESPONDENTS
	rank order	weighted rank*	not a reason	moderate reason	major reason	
b. Major or courses not available at this college	1	1.70	58%	13%	29%	16%
a. Needed a temporary break from studies	2	1.44	69	18	13	17
w. Fulfilled my personal educational goals	3	1.38	77	7	16	18
j. Scheduling conflict between job and studies	4	1.38	75	13	12	18
t. Home responsibilities were too great	5	1.31	78	13	9	17
k. Accepted a job	6	1.28	82	7	11	17
u. Illness, personal or family	7	1.27	83	6	11	20
v. Personal Problems	8	1.26	83	8	9	20
s. Found Study too time-consuming	9	1.22	82	14	4	20
i. Dissatisfied with quality of teaching	10	1.21	85	8	7	19
n. Not enough money to go to college	11	1.20	86	6	8	17

TABLE 5

ANALYSIS OF ITEMS BY WEIGHTED RANKS OF RESPONDENTS AND PERCENT TO THE QUESTION, "LISTED BELOW ARE SOME ACADEMIC, EMPLOYMENT, FINANCIAL, AND PERSONAL REASONS WHY A STUDENT MIGHT LEAVE COLLEGE. TO WHAT EXTENT ARE THESE YOUR REASONS FOR LEAVING THIS COLLEGE?"

(n=192)

ITEMS	RANKING		PERCENT OF RESPONDENTS			PERCENT OF NON-RESPONDENTS
	rank order	weighted rank*	not a reason	moderate reason	major reason	
d. Unsure about my choice of major	12	1.19	83	14	3	18
c. Dissatisfaction with major department	13	1.14	89	7	4	22
y. Moved out of area	14	1.12	93	1	6	21
h. Inadequate study techniques or habits	15	1.08	94	4	2	19
f. Low grades	15	1.08	94	3	3	19
e. Course work not challenging	17	1.07	94	5	1	19
p. Financial Aid was not sufficient	18	1.05	96	2	2	19
x. Marital situation changed my educational plans	19	1.05	97	1	2	19
q. Child care too costly	20	1.04	97	2	1	21
o. Applied but could not obtain Financial Aid	21	1.04	96	3	1	20
m. Couldn't find a job in college	21	1.04	95	2	3	18
z. Child care not available	23	1.03	98	1	1	20

TABLE 5 CONTINUED

TABLE 5
ANALYSIS OF ITEMS BY WEIGHTED RANKS OF RESPONDENTS AND PERCENT TO THE QUESTION, "LISTED BELOW ARE SOME ACADEMIC, EMPLOYMENT, FINANCIAL, AND PERSONAL REASONS WHY A STUDENT MIGHT LEAVE COLLEGE. TO WHAT EXTENT ARE THESE YOUR REASONS FOR LEAVING THIS COLLEGE?"

(n=192)

ITEMS	RANKING		PERCENT OF RESPONDENTS			PERCENT OF NON-RESPONDENTS
	rank order	weighted rank*	not a reason	moderate reason	major reason	
g. Found courses too difficult	24	1.02	97	3	0	19
l. Went into military service	25	1.02	98	1	1	18
r. This college was too expensive	26	1.00	99	1	0	19

* NOTE ASSUMING 1.0 = NOT A REASON, 2.0 = MODERATE REASON, 3.0 = MAJOR REASON

RANKING OF MOST IMPORTANT REASONS

Table 6 illustrates how respondents rank-ordered the most important reasons why they did not return to the college at the end of the Summer quarter. As previously shown in table 5, the respondents ranked "major or courses not available at this college" as the most important reason for not returning to the college, in table 6. Economic reasons were least important reasons for not returning to this college as illustrated by the two lowest-ranked items, "the college was too expensive", and financial aid was not sufficient.

TABLE 6

LOOKING AT THE LIST OF QUESTIONS (14) (REASONS WHY YOU MIGHT LEAVE THE COLLEGE) THE THREE MOST IMPORTANT REASONS WHY YOU DID NOT RETURN TO OUR COLLEGE THIS TERM.

(weighted rank n=192)

ITEMS	RANK	TOTAL (numbe
b. Major or courses not available at this college	1	122
a. Needed a temporary break from studies	2	87
w. Fulfilled my personal educational goals	3	63
j. Scheduling conflict between job and studies	4	58
t. Home responsibilities were too great	5	34
u. Illness, personal or family	6	30
k. Accepted a job	7	28
v. Personal problems	8	27
c. Dissatisfaction with major department	9	20
n. Not enough money to go to college	9	20
s. Found study too time consuming	9	20
i Dissatisfaction with quality of teaching	12	18
y. Moved out of the area	13	17
d. Unsure about my choice of major	14	14
x. Marital situation changed my educational plans	15	13
q. Child care too costly	16	7
e. Course work not challenging	17	4
f. Low grades	17	4

TABLE 6 CONTINUED

TABLE 6

LOOKING AT THE LIST OF QUESTIONS (14) (REASONS WHY YOU MIGHT LEAVE THE COLLEGE) THE THREE MOST IMPORTANT REASONS WHY YOU DID NOT RETURN TO OUR COLLEGE THIS TERM.

(weighted rank n=192)

ITEMS	RANK	TOTAL (number)
m. Couldn't find a job while in college	17	4
z. Child care not available	17	4
h. Inadequate study techniques habits	17	4
g. Found courses too difficult	22	1
o. Applied, but could not obtain financial aid	22	1
l. Went into military service	24	0
r. This college was too expensive	24	0
p. Financial aid was not sufficient	24	0

THE EFFECT OF THE COLLEGE ON HELPING STUDENTS ACHIEVE PERSONAL GOALS.

Table 7 shows how former students responded to the question, "How much help did your experiences at this college give you in reaching each of the goals listed below?' The one item ranked highest by the respondents to this question was "to complete courses necessary to transfer to a four-year college". The respondents felt the college was least help in "increasing my participation in cultural and social events," "to become actively involved in student life and campus activities," and "to complete high school (GED)". The non-response rate was low, for it varied from only 4-7 percent.

TABLE 7

ANALYSIS OF ITEMS BY WEIGHTED RANKS OF RESPONDENTS AND PERCENT RESPONSE TO THE QUESTION. "HOW MUCH HELP DID YOUR EXPERIENCES AT THIS COLLEGE GIVE YOU IN REACHING EACH OF THE GOALS LISTED BELOW?"

ITEMS	RANKING		PERCENT OF RESPONDENTS THIS COLLEGE WAS:				PERCENT OF NON-RESPONDENTS
	rank order	weighted rank*	this was not a goal of mine	not much help	some help	a great deal of help	
e. To complete courses necessary to transfer to a four-year college	1	2.58	48	4	14	34	5
f. To learn specific skills that will enrich my daily life	2	2.36	38	5	30	27	5
b. To prepare for a new career	3	2.31	38	8	27	27	5
j. To improve my confidence in myself	4	2.30	39	5	32	24	4
c. To improve my knowledge and technical skills required in my present job	5	2.24	56	6	22	16	6
k. To meet people	6	2.21	50	5	29	16	4
a. To discover my vocational interest	7	2.17	55	8	20	17	5
g. To improve my ability to get along with people	8	2.14	50	8	27	15	4

TABLE 7

ANALYSIS OF ITEMS BY WEIGHTED RANKS OF RESPONDENTS AND PERCENT RESPONSE TO THE QUESTION. "HOW MUCH HELP DID YOUR EXPERIENCES AT THIS COLLEGE GIVE YOU IN REACHING EACH OF THE GOALS LISTED BELOW?"

ITEMS	RANKING		PERCENT OF RESPONDENTS THIS COLLEGE WAS:				PERCENT OF NON-RESPONDENTS
	rank order	weighted rank*	this was not a goal of mine	not much help	some help	a great deal of help	
n. To improve my life style	9	2.06	56	9	23	12	6
d. To increase my chances for a possible raise and/or possible promotion in my present job	10	2.05	61	9	19	11	5
l. to improve my leadership skills	11	2.03	57	10	22	11	6
i. to increase my participation in cultural and social events	12	1.88	66	10	18	6	5
h. to become actively involved in student life and campus activities	13	1.86	77	8	10	5	4
m. To complete high school (GED)	13	1.86	96	2	1	1	7

*NOTE: ASSUMING 1.0 = NOT MUCH HELP, 2.0 = SOME HELP, 3.0 = A GREAT DEAL OF HELP

PERSONAL RESPONSES

The former student questionnaire provided three (3) questions for the students to write in their responses in lieu of checking boxes: one, to write in one's major or program; two, to describe the reasons why they did not return to the college; and three, what the college could have done to encourage students to stay in college. Each one of these will be briefly discussed.

MAJOR OR PROGRAM

More than one-half of the former student respondents (52 percent) indicated that they did not have a major/program at Eastern. The remaining 48 percent of the respondents indicated 28 various majors and programs. Many of the respondents answered "liberal arts".

REASONS FOR NOT RETURNING

When asked to write their reasons for not returning to the campus, the largest number of respondents indicated three (3) major reasons: course selection (21 percent); transfer to a four-year college (13 percent); and employment status (10 percent). All other items received significantly less responses.

COLLEGE'S ROLE IN ENCOURAGING STUDENTS TO STAY IN COLLEGE

When asked to state what the college could have done to encourage students who were dissatisfied with some aspect of it to stay in college, the respondents overwhelming theme running throughout the responses was the lack of scheduling and the availability of courses.

DEMOGRAPHIC INFORMATION

The sex, race, age, length of enrollment reported by quarters, enrollment status (full-time or part-time), current employment occupation status, current educational plans are presented in this section. Each of the seven (7) above-mentioned variables are represented by a table (including numbers and percentages) and by a histogram. The purpose of the histogram is to provide a clarification.

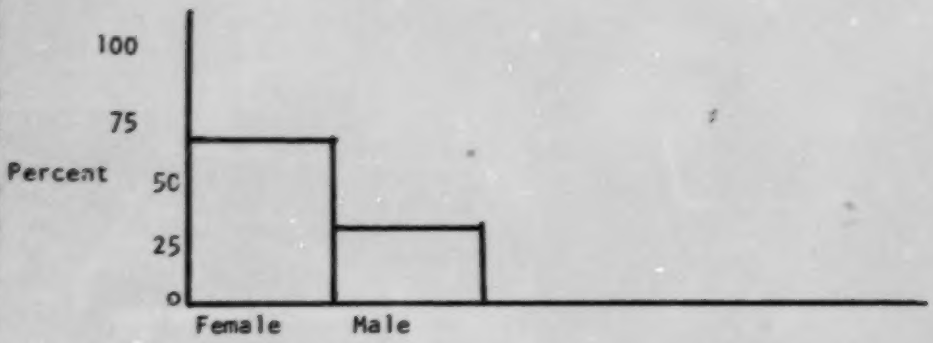
SEX

TABLE 8

Sex of Former Students:

N	%	
137	71.7	(1) FEMALE
54	28.3	(2) MALE
191	100.0	

1 Non Respondent (.5%)



5. SEX

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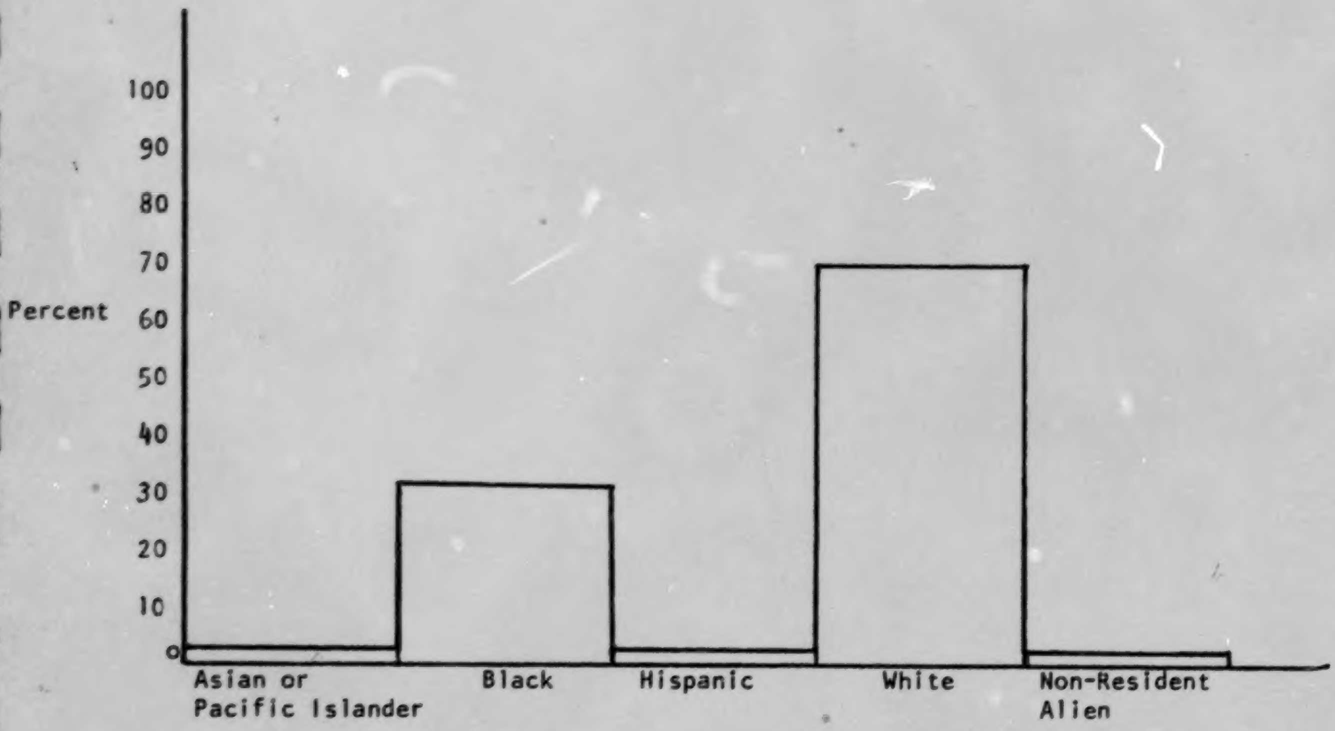
RACE

TABLE 9

RACE/ETHNIC IDENTIFICATION OF FORMER STUDENTS:

N	%	
0	0	(1) American Indian or Alaskan Native
1	0.5	(2) Asian or Pacific Islander
56	30.0	(3) Black
1	.5	(4) Hispanic
128	68.5	(5) White
1	.5	(6) Non Resident Alien
187	100.0	TOTAL

5 Non Respondents (2.6%)



6 RACE/ETHNIC IDENTIFICATION

AGE

TABLE 10

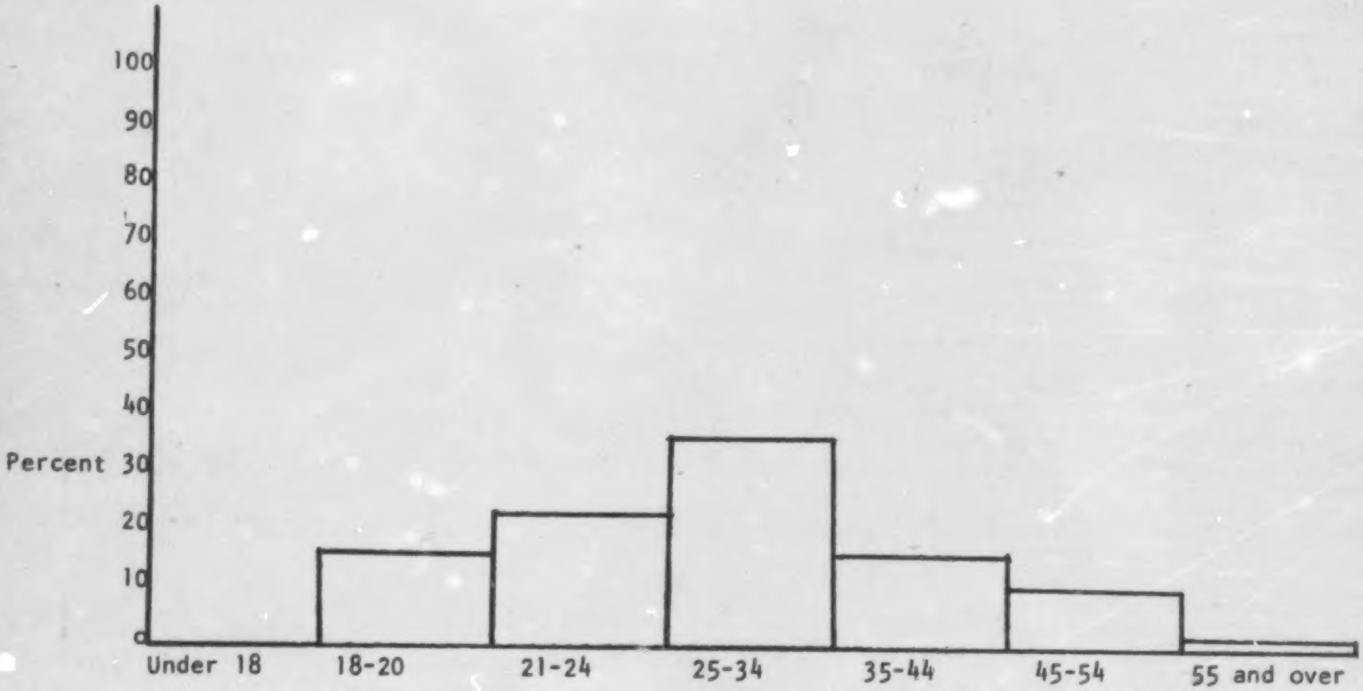
Age of Former Students:

N	%	
0	0	(1) Under 18
30	15.9	(2) 18-20 Years
41	21.7	(3) 21-24 Years
65	34.4	(4) 25-34 Years
31	16.4	(5) 35-44 Years
20	10.6	(6) 45-54 Years
2	1.1	(7) 55 Years and over
189	100.0*	TOTAL

3 Non Respondents (1.6%)

* Because of rounding error, column does not total 100.0.

Note - 159 Students or 83% of respondents are 21-55 years and over.



7 AGE

YEARS

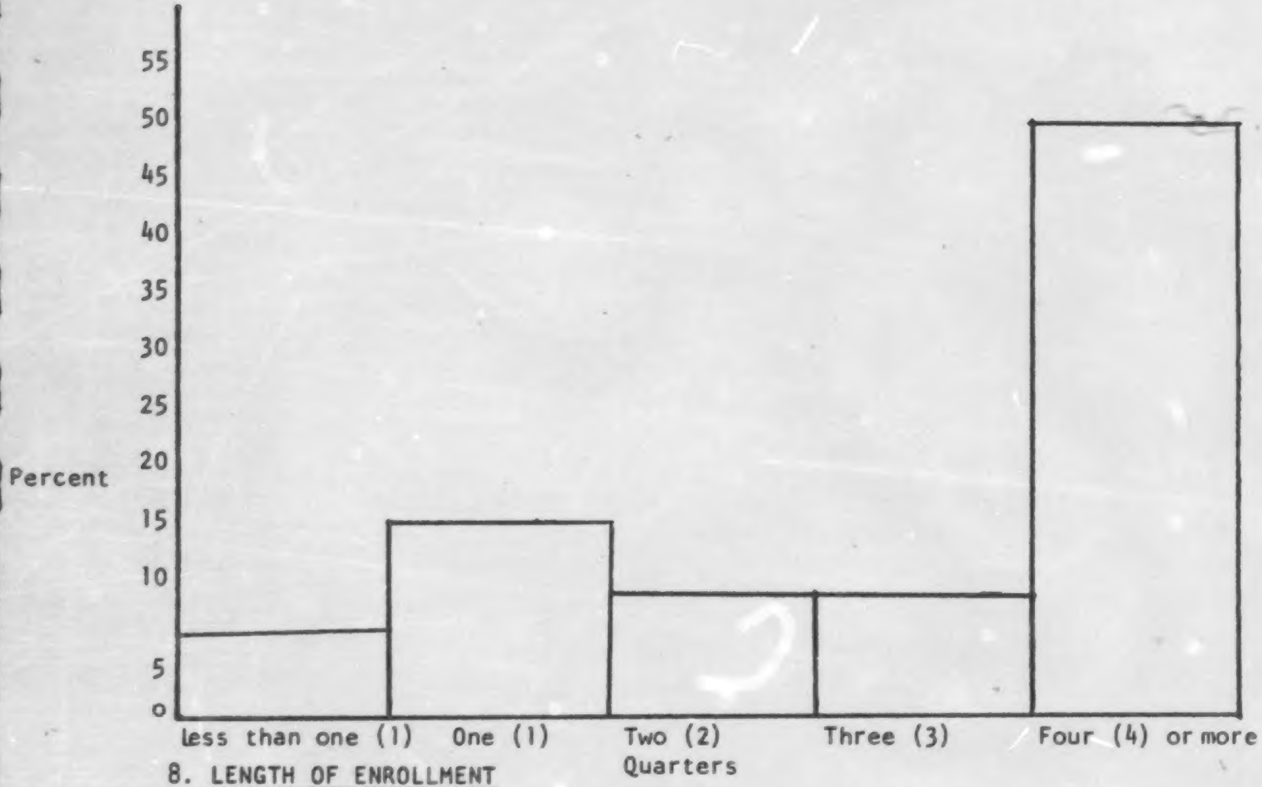
Enrollment by Quarters

TABLE 11

Length of Enrollment Reported by Former Students:

N	%	
13	7.3	(1) Less Than One Quarter
31	17.4	(2) One Quarter
19	10.7	(3) Two Quarters
19	10.7	(4) Three Quarters
96	53.9	(5) Four or More Quarters
178	100.0	TOTAL

14 Non Respondents (7.3%)



8. LENGTH OF ENROLLMENT

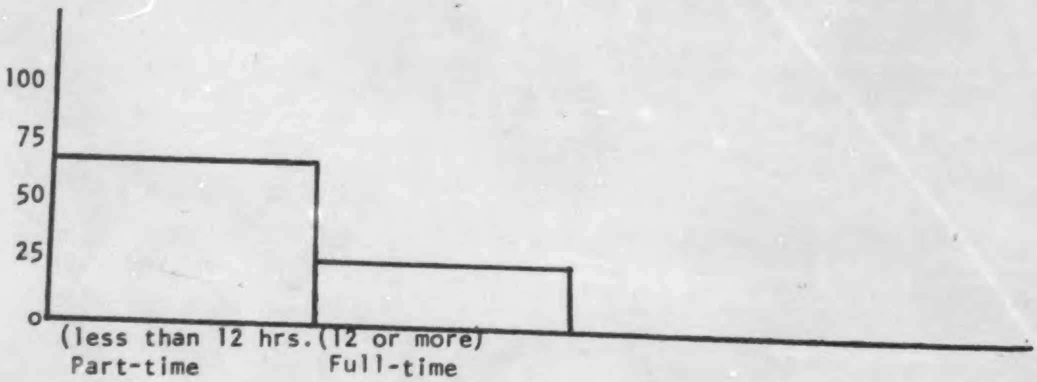
Enrollment Status

TABLE 12

Full-Time or Part-Time Student:

N	%		
49	27.4	(1) Primarily Full-Time	(12 hours or more each quarter)
130	72.6	(2) Primarily Part-Time	(less than 12 hrs. each quarter)
179	100.0	TOTAL	

13 Non Respondents (6.8%)



11. FULL-TIME or PART-TIME SUTDENT

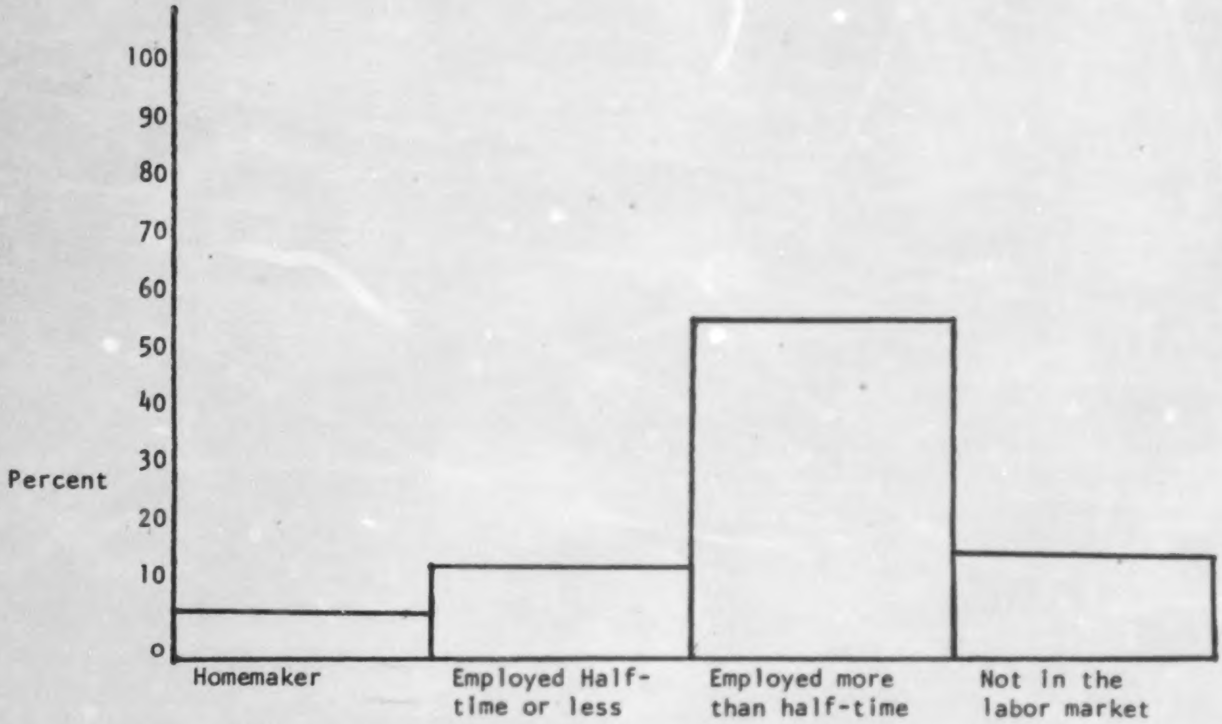
Employment Status

TABLE 13

Current Employment Occupation Status:

N	%	
16	8.5	(1) Homemaker
29	15.3	(2) Employed Half-time or less
112	59.3	(3) Employed more than half-time
32	16.9	(4) Not in the labor market
189	100.0	TOTAL

3 Non Respondents (1.6%)



12. CURRENT EMPLOYMENT/OCCUPATION STATUS

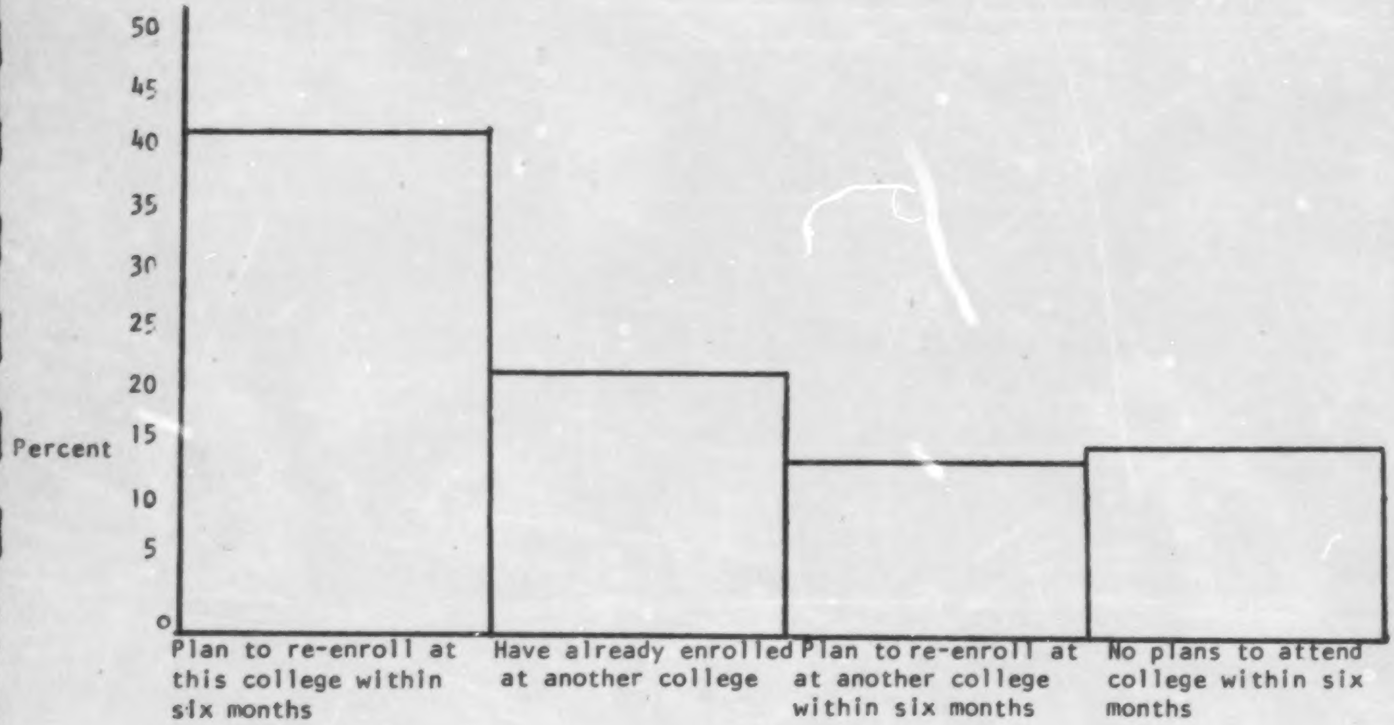
Educational Plans

TABLE 14

Current Educational Plans:

N	%	
80	51.3	(1) Plan to re-enroll at this college within six months
34	21.8	(2) Have already re-enrolled at another college
19	12.2	(3) Plan to re-enroll at another college within six months
23	14.7	(4) Have no plans to attend college within six months
156	100.0	TOTAL

36 Non Respondents (18.8%)



19. CURRENT EDUCATIONAL PLANS

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APPENDIX A

Former Student Questionnaire

Cuyahoga Community College

Eastern Campus

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS

SERIES B 1977 – b

① Name: *(please print)*

Last *First* *Middle Initial*

② Permanent Mailing Address:

Street

City *State* *Zip code*

Area Code *Telephone*

③ Social Security Number (Student ID):

☐	☐	☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7	8	9

④ Campus and Location:

10-11

⑤ Sex: (Check one)

12-
- 1 ☐ Female
- 2 ☐ Male

⑥ Race/Ethnic Identification: (Check one)

13-
- 1 ☐ American Indian or Alaskan Native
- 2 ☐ Asian or Pacific Islander
- 3 ☐ Black
- 4 ☐ Hispanic
- 5 ☐ White
- 6 ☐ Nonresident Alien

⑦ Age: (Check one)

14-
- 1 ☐ Under 18
- 2 ☐ 18 20 years
- 3 ☐ 21 24 years
- 4 ☐ 25 34 years
- 5 ☐ 35 44 years
- 6 ☐ 45 54 years
- 7 ☐ 55 years and over

⑧ How long were you enrolled before you left this college? (Check one)

15-
- 1 ☐ Less than one semester (or quarter)
- 2 ☐ One semester (or quarter)
- 3 ☐ Two semesters (or quarters)
- 4 ☐ Three semesters (or quarters)

⑨ a. Check here if you did not have a major/program at this college. 16-1 ☐

b. If you had a major/program at this college, please write it in the space below.

FOR OFFICE USE

☐	☐	☐	☐
17	18	19	20

⑩ How much help did your experiences at this college give you in reaching each of the goals listed below? (If a statement *was not* a goal of yours, check only the first column.)

This College Was a Great Deal of Help → 3
This College Was Some Help → 2
This College Was Not Much Help → 1
This Was Not a Goal of Mine → 0

		0	1	2	3
a. To discover my vocational interest	21-	☐	☐	☐	☐
b. To prepare for a new career	22-	☐	☐	☐	☐
c. To improve my knowledge and technical skills required in my present job	23-	☐	☐	☐	☐
d. To increase my chances for a possible raise and/or possible promotion in my present job	24-	☐	☐	☐	☐
e. To complete courses necessary to transfer to a four-year college	25-	☐	☐	☐	☐
f. To learn specific skills that will enrich my daily life	26-	☐	☐	☐	☐
g. To improve my ability to get along with people	27-	☐	☐	☐	☐
h. To become actively involved in student life and campus activities	28-	☐	☐	☐	☐
i. To increase my participation in cultural and social events	29-	☐	☐	☐	☐
j. To improve my confidence in myself	30-	☐	☐	☐	☐
k. To meet people	31-	☐	☐	☐	☐
l. To improve my leadership skills	32-	☐	☐	☐	☐
m. To complete high school (GED)	33-	☐	☐	☐	☐
n. To improve my life style	34-	☐	☐	☐	☐
o. **Other (please specify)**	35-	☐	☐	☐	☐

student while you attended this college? (Check one)

36-
1 ☐ Primarily full-time (12 hours or more each semester or quarter)
2 ☐ Primarily part-time (less than 12 hours each semester or quarter)

⑫ **What is your current employment/occupation status? (Check one)**

37-
1 ☐ Homemaker
2 ☐ Employed half-time or less
3 ☐ Employed more than half-time
4 ☐ Not in the labor market

⑬ **Please describe in your own words your reasons for not returning to our college this term.**

____

____

⑭ **Listed below are some academic, employment, financial, and personal reasons why a student might leave college. To what extent are these *your* reasons for leaving this college? (Check one answer for *each* reason)**

		Not a Reason 1	Moderate Reason 2	Major Reason 3
Academic				
a. Needed a temporary break from studies	38-	☐	☐	☐
b. Major or courses not available at this college	39-	☐	☐	☐
c. Dissatisfaction with major department	40-	☐	☐	☐
d. Unsure about my choice of major	41-	☐	☐	☐
e. Course work not challenging	42-	☐	☐	☐
f. Low grades	43-	☐	☐	☐
g. Found courses too difficult	44-	☐	☐	☐
h. Inadequate study techniques or habits	45-	☐	☐	☐
i. Dissatisfied with quality of teaching	46	☐	☐	☐
Employment				
j. Scheduling conflict between job and studies	47-	☐	☐	☐
k. Accepted a job	48	☐	☐	☐
l. Went into military service	49	☐	☐	☐
m. Couldn't find a job while in college	50-	☐	☐	☐
Financial				
n. Not enough money to go to college	51-	☐	☐	☐
o. Applied, but could not obtain financial aid	52-	☐	☐	☐
p. Financial aid was not sufficient	53-	☐	☐	☐
q. Child care too costly	54-	☐	☐	☐
r. This college was too expensive	55-	☐	☐	☐
Personal Circumstances				
s. Found study too time-consuming	56-	☐	☐	☐
t. Home responsibilities were too great	57-	☐	☐	☐
u. Illness, personal or family	58-	☐	☐	☐
v. Personal problems	59-	☐	☐	☐
w. Fulfilled my personal educational goals	60-	☐	☐	☐
x. Marital situation changed my educational plans	61-	☐	☐	☐
y. Moved out of the area	62-	☐	☐	☐
z. Child care not available	63-	☐	☐	☐

⑮ **Looking at the above list in question ⑭, please select the three most important reasons why you did not return to our college this term. (List, in order of importance, the appropriate letter [a, b, c, etc.] in the boxes below)**

First ☐ 64-65   Second ☐ 66-67   Third ☐ 68-69

⑯ **How satisfied are you with your experiences at this college in each of the following areas? (Check one answer for *each* statement)**

		Dissatisfied 1	Somewhat Satisfied 2	Very Satisfied 3
a. My overall impression of this college	70-	☐	☐	☐
b. The overall quality of instruction	71-	☐	☐	☐
c. Availability of needed courses	72-	☐	☐	☐
d. Convenience of times courses were offered	73-	☐	☐	☐
e. The accesibility of instructors	74-	☐	☐	☐
f. Helpfulness of instructors in assist-me with career plans	75-	☐	☐	☐
g. If applicable, my overall impression of courses in my major/program	76-	☐	☐	☐

⑰ **How satisfied were you with each of the college services listed below? (If you never used a particular service or the service was not available, check only the first or second column.)**

		Never Used this Service 1	This Service Not Available 2	Dissatisfied 3	Somewhat Satisfied 4	Very Satisfied 5
a. Admissions Office Information	10-	☐	☐	☐	☐	☐
b. Registration	11-	☐	☐	☐	☐	☐
c. Financial Aid Office	12-	☐	☐	☐	☐	☐
d. Student Employment Services While Attending College	13-	☐	☐	☐	☐	☐
e. Job Placement Office After College	14-	☐	☐	☐	☐	☐
f. Academic Advising (faculty)	15-	☐	☐	☐	☐	☐
g. Academic Advising (counselors)	16-	☐	☐	☐	☐	☐
h. Guidance and Counseling Services	17-	☐	☐	☐	☐	☐
i. Reading, Writing, Math Skills Improvement	18-	☐	☐	☐	☐	☐
j. Testing Services	19-	☐	☐	☐	☐	☐
k. Career Development	20-	☐	☐	☐	☐	☐
l. Cafeteria	21-	☐	☐	☐	☐	☐
m. Recreation and Athletic Programs	22-	☐	☐	☐	☐	☐
n. Library	23-	☐	☐	☐	☐	☐
o. Health Center	24-	☐	☐	☐	☐	☐
p. Housing Facilities	25-	☐	☐	☐	☐	☐
q. College Cultural Programs	26-	☐	☐	☐	☐	☐
r. Minority Affairs Office	27-	☐	☐	☐	☐	☐

⑱ **If you left our college because of dissatisfaction with some aspect of it, please write in the space below what we could have done to encourage you to stay in college.**

____

____
28-29

⑲ **What are your current educational plans? (Check one)**

1 ☐ Plan to re-enroll at this college within six months
2 ☐ Have already re-enrolled at another college
3 ☐ Plan to re-enroll at another college within six months
4 ☐ Have no plans to attend college within six months

Cuyahoga Community College

Eastern Campus
25444 Harvard Road
Warrensville Township, Ohio 44122
216/464-1450

Office of the Campus President

June 9, 1977

Dear Former Student:

Our records shows that you attended the Eastern Campus of CCC the Summer of 1976.

The College is interested in determining your INTENTIONS TO ATTEND THE SUMMER OF 1977, AT EASTERN CAMPUS, and your degree of satisfaction with various aspects of the College. This information will be particularly helpful in our institutional planning as we continue to meet the needs of students.

To help us determine this we have enclosed a confidential questionnaire for you to complete. Please complete the questionnaire as soon as possible and return it in the enclosed envelope. You may notice that this questionnaire includes personal data about yourself. This in included in order to verify our institutional records and for statistical purposes. This information will remain confidential and your responses will become part of our statistical report.

If you have re-enrolled at TRI-C, the receipt of this questionnaire in no way affects that re-enrollment. You were merely selected to receive this questionnaire because you were enrolled at the Eastern Campus the Summer of 1976.

Your cooperation and assistance in completing this questionnaire as soon as possible is greatly appreciated. Thank you.

Sincerely,

David C. Mitchell
Eastern Campus
President

APPENDIX C

To get the weighted rank for all items of the questions that are multiple in nature the following procedure was used:

1. A tally of each response for each category of each item.
2. The tally was multiplied by the number assigned to each response as stated on the questionnaire (for example, question #16 has 3 answers for each item of the question: Dissatisifed was given a rank of "1"; somewhat satisfied was given a rank of "2"; and very satisfied was given a rank of "3").
3. The number derived from #2 was then divided by the total number of responses for all categories involved.

EXAMPLE

Weighted Rank for Item 16A:

	DISSATISFIED 1	SOMEWHAT SATISFIED 2	VERY SATISFIED 3	TOTAL
n	11	87	69	167
n x 1, n x 2, n x 3	11	174	207	392

$$\frac{\text{Total of } n \times 1,\ n \times 2,\ n \times 3}{\text{Total of } n \text{ (responses)}} = \frac{392}{167} = 2.35$$

PROGRAM COMPLETER
QUESTIONNAIRE SURVEY

GARY R. TARTAGLIA
OFFICE OF THE CAMPUS PRESIDENT

CUYAHOGA COMMUNITY COLLEGE
EASTERN CAMPUS

October, 1977

ABSTRACT

The 130 students who participated in this study appear to constitute a sample of students that is representative of the Cuyahoga Community College, Eastern Campus, Fall, Winter, and Spring 1976-77 graduating classes. Of the respondents 59 percent were females and 41 percent were males. All 130 students received an associate degree from the Eastern Campus of Cuyahoga Community College Of these responding, 57 percent were white students, 41 percent were black students and two percent were non-resident aliens. The predominant age group presented in the responses was the 25-34 year olds which accounted for 40 percent of the respondents. Ninety-two percent of the respondents were in the non-traditional students age category of 21-55 years-olds compared to 8 percent in traditional 18-20 age category.

The date students first entered the college varied greatly with the first recorded as September, 1963. The two largest entrance dates for the respondents were Fall of 1974 and the Fall of 1975. The 1974-75 and 1975-76 academic years combined accounted for one-half of the respondents' entrance dates of the college.

When asked to state the major or program for the degree they were receiving from this college, one-third of the respondents listed specific degrees: 29 respondents stated an associate of arts degree, eight stated an AAB in Accounting; and seven stated an AAB degree in Business Management. The remaining two-thirds of the respondents' answers varied enormously by academic field. The majority, 71 percent, took all of their courses here at Cuyahoga Community, while 29 percent of the students transferred credits from another college or university towards this degree. The majority of the respondents, 55 percent, were primarily part-time students, while 45 were primarily full-time students.

When asked to state their highest degree of satisfaction with various aspects of the campus, the largest number of respondents indicated greatest satisfaction with "the overall quality of instruction." With regards to greatest degree of satisfaction among college services was the "reading, writing, math skills improvement" service. And finally, with regard to the college helping students achieve personal goals, the respondents ranked highest the personal goal of "to complete courses necessary to transfer to a four-year college."

Of the students polled who will work in a full-time job upon completing their program, 26 percent indicated this job was directly related to the major/program enrolled in at Cuyahoga Community College. Fifty-five percent of the students have not as yet applied for admission to another college or university which would result in their earning another degree or certificate even though sixty-one percent indicated a Bachelor's Degree as their educational goal and 13 percent of the students indicated a master's degree and 13 percent indicated a Professional or doctor's degree.

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9. Race/Ethnic Identification 19

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11. Degree or certificate received 21

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INTRODUCTION

This is a second attempt in a series to survey the student body at the Eastern Campus of Cuyahoga Community College to find out how satisfied they were with their experiences at this college, the extent to which the college helped the students reach personal goals, and how satisfied the students were with individual college services.

Program Completer Questionnaires were distributed to all students who graduated with an associate degree from the Eastern Campus of Cuyahoga Community College the Fall, Winter, and Spring quarters of the last academic year, 1976-1977.

PURPOSE

The purpose of this study was to determine the opinions of program completers (graduates) relative to their experiences at the Eastern Campus of Cuyahoga Community College. There were several areas in which the students' opinions and ideas were solicited. The areas can best be defined by three basic questions about the program completers' student body. This study has attempted to answer these questions:

1. How much help did the students' experiences at this college give in reaching selected personal goals?
2. How satisfied were the students with their experiences in overall instruction and courses?
3. How satisfied were the students with the individual college services?

A secondary purpose for the Program Completer Questionnaire was the idea of a self-study document. It was our intended purpose to study our own student body to find out what our students felt about their learning environment. This would impact the campus planning process once it was established what the students' needs are.

A third purpose for the issurance of the Program Completer Questionnaire pertained to good-will. It was our intention to give graduates an opportunity to voice their opinions about the college they graduated from. This student input and feedback we hoped would help create an atmosphere of good-will towards the college.

LIMITATIONS

The major methodological limitation of this survey is that the campus population of graduating students is biased. This means that any generalizations arrived from the study should be interpreted as applicable only to Eastern Campus students responding to the questionnaire. One aim of every survey is to be able to generalize from returned responses to the entire population of students of interest. As significant numbers of surveyed students fail to respond, response, bias occurs, and the ability to reliably generalize to the entire population on the basis of returned questionnaire deteriorates. Generally, response bias operates such that those who complete questionnaires will be more positive toward the school and have stronger opinions than those who fial to respond. The bias of the graduating student population will be looked at in the following section on data collection.

DATA COLLECTION

A one-page questionnaire developed and test-marketed nationwide for two-year college students by the National Center for Higher Education Management Systems (NCHEMS) was used (see Appendix A). This questionnaire, imprinted with the logo of the college, satisfied our desire for an instrument to assess the demographic and attitudinal experiences of Eastern Campus graduates.

The questionnaires were distributed at graduation rehersal in June to those students taking part in the graduation excercises and mailed out to the students who graduated but who did not attend graduation exercise. All students who were identified by the college computer center as graduating from Eastern Campus Fall, 1976, Winter, 1977 and Spring, 1977 were given a questionnaire. 148 students were given questionnaires; 130 students responded. The overall response rate was approximately 88 percent. No follow-up activity was done.

FINDINGS

The degree of satisfaction with overall instruction and courses, the degree of satisfaction with college services, and the effect of the college on helping students achieve personal goals are presented in this section. Each of the three above-mentioned variables are represented by a table with a weighted rank and percentages of respondents' answers. The remaining demographic variables in the questionnaire are represented by a percentage table only. This data is intended for descriptive purpose only.

DEGREE OF SATISFACTION WITH OVERALL INSTURCTION AND COURSES

The degree of satisfaction the program completers had overall with instruction and courses will be discussed first before the degree of satisfaction with college services.

Table 1 shows how program completers responded to the question, "How satisfied are you with your experiences at this college in each of the following areas?" The overall quality of instruction, overall impression of courses in a major/program, and overall impression of this college were ranked highest by the respondents, while the availability of needed courses and the convenience of times courses were offered were ranked the lowest, indicating the greatest degree of dissatisfaction. Notice that the top ranked item of the question by the respondents was "the overall quality of instruction."

The percentages of respondents and non-respondents are also illustrated here. The percentages of the respondents equal 100 percent, for percentages of each questionnaire item were calculated using the total number of actual respondents as opposed to the 121 returned questionnaires. For example, item "b" had a 7 percent non-response rate; this means that 93 percent of the respondents answered this item of the question. The non-respondent column indicates the percentage of questionnaire items left blank on the returned questionnaires. This format will be followed for the remaining tables used in this survey.

TABLE 1

ANALYSIS OF ITEMS BY WEIGHTED RANKS OR RESPONDENTS AND PERCENT RESPONSE "HOW SATISFIED ARE YOU WITH YOUR EXPERIENCES AT THIS COLLEGE IN EACH OF THE FOLLOIWNG AREAS?"

	RANKING		PERCENT OF RESPONDENTS			PERCENT OF NON-RESPONDENTS
ITEMS	rank order	weighted rank*	dissatisfied	somewhat satisfied	very satisfied	
b. The overall quality of instruction	1	2.54	3%	37%	53%	7%
g. If applicable, my overall impression of courses in my major/program	2	2.45	5	36	42	17
a. My overall impression of this college	3	2.43	6	41	47	6
e. The accessibility of instruction	4	2.35	5	49	38	8
f. Helpfullness of instructors in assisting me with career plans	5	2.32	6	48	35	11
c. Availability of needed courses	6	1.95	25	47	20	8
d. Convenience of times courses were offered	7	1.82	32	38	16	17

*NOTE ASSUMING 1.0 = DISSATISFIED, 2.0 = SOMEWHAT SATISFIED, 3.0 = VERY SATISFIED

DEGREE OF SATISFACTION WITH COLLEGE SERVICES

Table 2 illustrates how former students responded to the question, "How satisfied were you with each of the college services listed below?" Ranked highest by the respondents of all college services listed was "reading, writing, math skills improvement." It isn't clear whether this means the Learning Resource Center, the classrooms, or both. The item ranked lowest by the respondents, indicating highest degree of dissatisfaction, was the cafeteria. Notice that the percent of non-respondents varied from one percent on the financial aid office item to thirty-five percent on the library item.

Tables 3 and 4 show how the respondents rank-ordered college services never used and not available, respectively.

''ANALYSIS OF ITEMS BY WEIGHTED RANKS OF RESPONDENTS AND PERCENT RESPONSE TO THE QUESTION, ''HOW SATISFIED WERE YOU WITH EACH OF THE COLLEGE SERVICES LISTED BELOW?''

TABLE 2

	RANKING		PERCENT OF RESPONDENTS					PERCENT OF NON-RESPONDENTS
ITEMS	rank order	weighted rank*	never used this service	this service not available	dissatisfied	somewhat satisfied	very satisfied	
i. Reading, writing math skills improment	1	2.49	42	0	4	18	29	7
j. Testing services	2	2.29	28	0	5	32	23	12
c. Financial Aid Office	3	2.27	45	2	5	16	15	16
d. Student Employment services while attending college	4	2.24	56	2	6	9	13	14
a. Admissions Office Information	5	2.18	7	2	12	48	28	4
f. Academic Advising (faculty)	6	2.14	35	2	11	22	18	14
k. Career Development	6	2.14	54	1	5	13	9	18
m. Recreation and Athletic Programs	8	2.08	50#	6	18	6	22	19
g. Academic Advising (counselors)	9	2.07	15	2	17	32	22	13
b. Registration	10	2.06	3	2	17	48	22	8
h. Guidance and Counseling Services	11	2.01	21	1	18	29	19	12
n. Library	12	2.00	6	0	8	40	8	37

TABLE 2 continued

ITEMS	RANKING		PERCENT OF RESPONDENTS					PERCENT OF NON-RESPONDENTS
	rank order	weighted rank*	never used this service	this service not available	dissatisfied	somewhat satisfied	very satisfied	
p. Housing Facilities	13	1.88	63	12	4	4	2	12
e. Job Placement Office After college	14	1.77	65	2	9	6	5	13
o. Health Center	15	1.76	61	7	6	8	2	16
q. College Cultural Programs	16	1.75	64	3	6	11	2	16
r. Minority Affairs Office	17	1.71	68	5	5	5	2	16
l. Cafeteria	18	1.59	12	1	34	31	5	17

*NOTE ASSUMING 1.0 = DISSATISFIED, 2.0 = SOMEWHAT SATISFIED, 3.0 = VERY SATISFIED

# MORE THAN ONE RESPONSE PER STUDENT

TABLE 3

ANALYSIS OF ITEMS BY RANK ORDER TO THE QUESTION: "HOW SATISFIED WERE YOU WITH EACH OF THE COLLEGE SERVICES LISTED BELOW?"

ITEMS	NEVER USED THIS SERVICE	
	rank	number of respondents
r. Minority Affairs Office	1	88
e. Job Placement Office after college	2	85
q. College Cultural Programs	3	83
p. Housing Facilities	4	82
o. Health Center	5	79
d. Student Employment Services while attending college	6	73
k. Career Development	7	70
m. Recreation and Athletic Programs	8	65
c. Financial Aid Office	9	59
i. Reading, Writing, Math Skills Improvement	10	54
f. Academic Advising (faculty)	11	45
j. Testing Services	12	36
h. Guidance and Counseling Services	13	27
g. Academic Advising (counselors)	14	20
l. Cafeteria	15	16
a. Admissions Office Information	16	9
n. Library	17	8
b. Registration	18	4

TABLE 4

"ANALYSIS OF ITEMS BY RANK ORDER TO THE QUESTION: "HOW SATISFIED WERE YOU WITH EACH OF THE COLLEGE SERVICES LISTED BELOW?"

ITEMS	THIS SERVICE NOT AVAILABLE rank	THIS SERVICE NOT AVAILABLE number of respondents
p. Housing Facilities	1	16
o. Health Center	2	9
m. Recreation and Athletic Program	3	8
r. Minority Affairs Office	4	7
q. College Cultural Programs	5	4
g. Academic Advising (counselors)	6	2
f. Academic Advising (faculty)	6	2
e. Job Placement Office after college	6	2
b. Registration	6	2
a. Admissions Office Information	6	2
c. Financial Aid Office	6	2
d. Student Employment Services While Attending College	6	2
h. Guidance and Counseling Services	13	1
k. Career Development	13	1
l. Cafeteria	13	1
j. Testing Services	16	0
i. Reading, Writing, Math Skills Improvement	16	0
n. Library	16	0

THE EFFECT OF THE COLLEGE ON HELPING STUDENTS ACHIEVE PERSONAL GOALS

Table 5 shows how program completers responded to the question, "How much help did your experiences at this college give you in reaching each of the goals listed below?" The one item ranked highest by the respondents to this question was "to complete courses necessary to transfer to a four-year college." This seems to indicate that the majority of the respondents feel that their associate degree will not be their final degree, but only the first of at least two.

The respondents felt the college was least help to "increase my participation in cultural and social events", to "become actively involved in student life and campus activities", and to "complete high school (GED)." The non-response rate was low, for it varied from only zero to 14 percent with an average approximately 5 percent.

TABLE 5

ANALYSIS OF ITEMS BY WEIGHTED RANKS AND PERCENT RESPONSE OF RESPONDENTS TO THE QUESTION: "HOW MUCH HELP DID YOUR EXPERIENCES AT THIS COLLEGE GIVE YOU IN REACHING EACH OF THE GOALS LISTED BELOW?"

ITEMS	RANKING		PERCENT OF RESPONDENTS				PERCENT OF NON-RESPONDENTS
	rank order	weighted rank*	not a of mine	THIS COLLEGE WAS: not much help	some help	a great deal of help	
e. To complete courses necessary to transfer to a four-year college	1	2.58	15	5	25	54	2
b. To prepare for a new career	2	2.36	21	9	30	36	4
f. To learn specific skills that will enrich my daily life	3	2.31	19	6	42	30	3
j. To improve my confidence in myself	3	2.31	22	12	25	35	5
k. To meet people	5	2.28	29	8	32	26	5
g. To improve my ability to get along with people	6	2.21	29	9	36	24	2
a. To discover my vocational interest	7	2.20	27	15	28	30	0
d. To increase my chances for a possible raise and/or possible promotion in my present job	8	2.19	33	12	19	22	13
l. To improve my leadership skills	8	2.19	30	12	31	24	4

TABLE 5
(continued)

ANALYSIS OF ITEMS BY WEIGHTED RANKS AND PERCENT RESPONSE OF RESPONDENTS TO THE QUESTION: "HOW MUCH HELP DID YOUR EXPERIENCES AT THIS COLLEGE GIVE YOU IN REACHING EACH OF THE GOALS LISTED BELOW?"

	RANKING		PERCENT OF RESPONDENTS				PERCENT OF NON-RESPONDENTS
				THIS COLLEGE WAS:			
ITEMS	rank order	weighted rank*	not a of mine	not much help	some help	a great deal of help	
n. To improve my life style	10	2.18	45	8	21	17	8
c. To improve my knowledge and technical skills required in my present job	11	2.15	27	13	25	22	12
l. To increase my participation in cultural and social events	12	1.99	45	15	23	15	2
h. To become actively involved in student life and campus activities	13	1.79	55	17	15	8	4
m. To complete high school (GED)	14	1.60	85	8	1	3	4

*NOTE ASSUMING 1.0 = NOT MUCH HELP, 2.0 = SOME HELP, 3.0 = A GREAT DEAL OF HELP

Table 6 shows how respondents rank-ordered goals which were not theirs in the first place while attending this college.

TABLE 6

ANALYSIS OF ITEMS BY RANK ORDER OF RESPONDENTS TO THE QUESTION: "HOW MUCH HELP DID YOUR EXPERIENCES AT THIS COLLEGE GIVE YOU IN REACHING EACH OF THE GOALS LISTED BELOW?"

ITEMS	THIS WAS NOT A GOAL OF MINE	
	rank	number of responses
m. To complete high school (GED)	1	110
h. To become actively involved in student life and campus activities	2	72
i. To increase my participation in cultural and social events	3	59
n. To improve my life style	3	59
d. To increase my chances for a possible raise and/or possible promotion in my present job	5	43
l. To improve my leadership skills	6	39
g. To improve my ability to get along with people	7	38
k. To meet people	7	38
c. To improve my knowledge and technical skills required in my present job	8	35
a. To discover my vocational interest	10	35
j. To improve my confidence in myself	11	29
b. To prepare for a new career	12	27
f. To learn specific skills that will enrich my daily life	13	25
e. To complete courses necessary to transfer to a four-year college	14	19

PERSONAL RESPONSES

The Program Completer Questionnaire provided two (2) questions for the students to write in their responses in lieu of checking boxes: one, to write in the date the student first entered this college to begin work on the degree received here; and two, to write in the major or program for the degree the student received from this college. Each one will be briefly discussed.

Beginning Date

The date of entrance the respondents first entered this college to begin work on their associate degree varied from as far back as Fall quarter, 1963 to as late as the 1976-77 academic year as Table 7 shows. Individually, the predominant time period most respondents entered the college to begin work on their degree was the Fall Quarter, 1974, with 18 students, and the Fall Quarter, 1975, with 22 students. When seen collectively, the majority of the respondents, 58 out of the 120 who responded to the question or 48 percent, entered the college to begin work on their degree between the Summer Quarter 1974 and the Spring Quarter 1976. That is, almost one-half of the respondents who graduated with an Associate Degree during the 1976-1977 academic year entered the college just two (2) years prior to the academic year that they received their Associate Degree. This could mean that the students either attended almost on a full-time basis or that they transferred college credits from another college to this college for their degree here. We will find the answer to these questions in the Enrollment Section coming up shortly.

Major Program for the degree received

More than one-third of the respondents (35 percent) indicated that their major or program for their degree received was "liberal arts," an "associate of arts degree," or the "arts." The two next predominant responses indicated by the respondents was "Business Management" with 10 percent of the responses and "Accounting" with 6 percent of the responses. These three above-mentioned responses were the most frequent and accounted for 51 percent of all the responses indicated. All other responses received 3 percent of the responses or less.

PERFORMANCE INFORMATION

This section is divided into three (3) parts: one, Demographic Data; two, Enrollment Data; and three, Future Plans Data. Each part has several subdivisions each represented with a table (including numbers and percentages) and by a histogram. The purpose of the histogram is to provide a clarification.

Demographic Data

The sex, race, and age of the respondents are presented in this section. Notice that the majority of the respondents were white females who fell in the non-traditional age categories. Table 8, 9, and 10 illustrate the sex, race, and age of the respondents, respectively.

PERFORMANCE INFORMATION
(continued)

Enrollment Data

The degree received, the transfer of credits from another college or university, the enrollment status of the respondents (full-time/part-time), and the relationship of a full-time job to one's degree are presented in this section. Notice that the majority of the respondents received an associate degree (all of them did), did not transfer credits from another college or university, attended primarily part-time (12 credits or less each quarter), and had mixed relationships between their full-time job and the degree received. Tables 11, 12, 13, and 14 illustrate the degree received, the transfer of credits, the enrollment status, and the respondents relationship between full-time job and degree, respectively.

Future Plans Data

The full-time job plans, the application for admission at another college to earn another degree, and the respondents' educational goals are presented in this section. Notice that the majority of the respondents will continue working in the full-time job they hold before completing their program, have not yet applied for admission to another college or university, but yet ultimately hope to pursue a bachelor's degree (B.A.) in the future. Tables 15, 16 and 17 illustrate the job plans, admission plans at another college, and the respondents' educational goals, respectively.

TABLE 7

DATE OF ENTRANCE EASTERN GRADUATES ENTERED THIS COLLEGE TO BEGIN WORK ON THEIR ASSOCIATE DEGREE AND THE NUMBER OF STUDENTS PER DATE

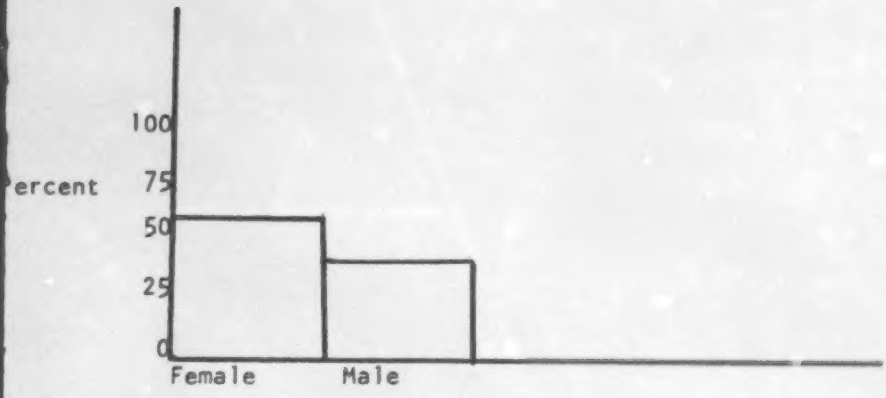
TERM	NUMBER (n)	PERCENT (%)
FALL, 1963	2	
FALL, 1964	1	
1965-1966	6	
1966-1967	3	
1967-1968	2	
1968-1969	4	
1969-1970	3	
1970-1971	2	
1971-1972	5	
1972-1973	9	8
1973-1974	19	16
1974-1976	58	48
1976-1977	5	4
TOTAL	120	

SEX

TABLE 8

5. SEX:

N	PERCENT	
79	60.8	(1) Female
51	39.2	(2) Male
130	100.0	TOTAL



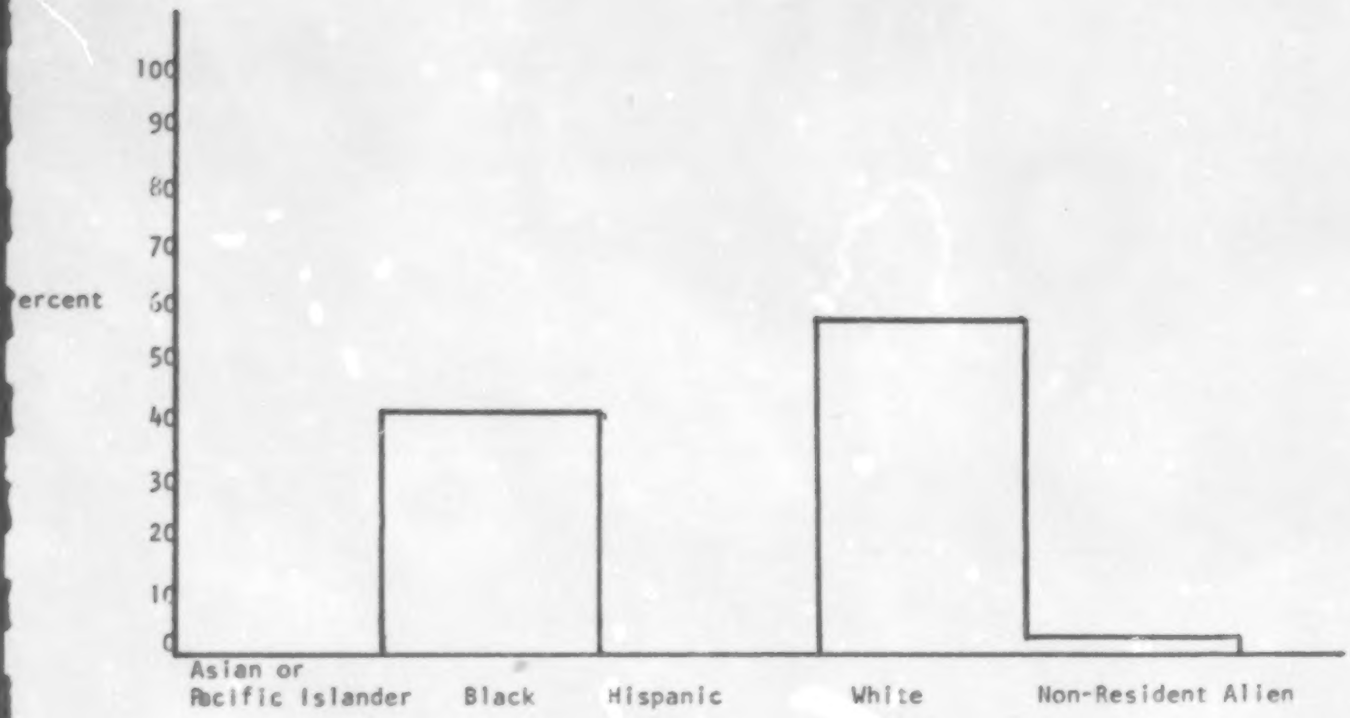
5. SEX

78

RACE TABLE 9

6. RACE/ETHNIC IDENTIFICATION:

N	PERCENT		
0	0	(1)	American Indian or Alaskan Native
0	0	(2)	Asian or Pacific Islander
52	40.0	(3)	Black
0	0	(4)	Hispanic
76	58.5	(5)	White
2	1.5	(6)	Nonresident Alien
130	100.0		TOTAL



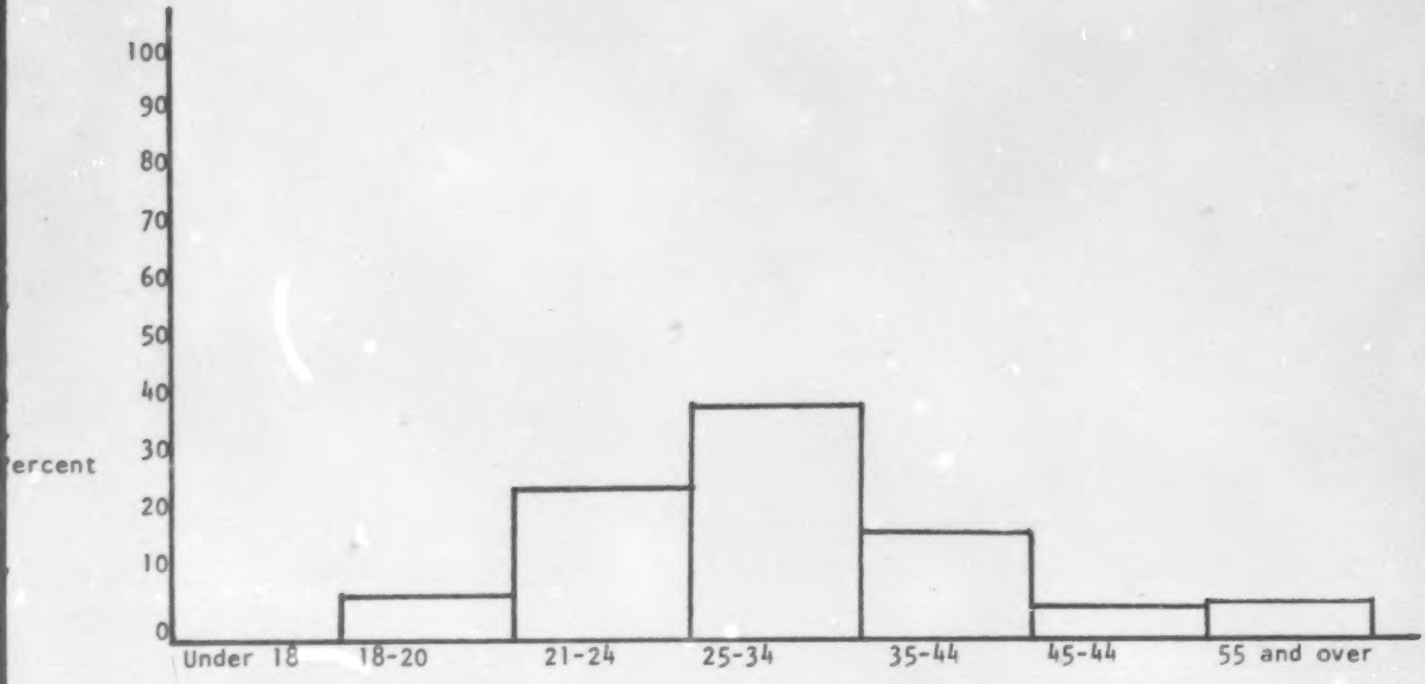
6. RACE ETHNIC/IDENTIFICATION

AGE TABLE 10

7. AGE

N	PERCENT	
0	0	(1) Under 18
11	8.5	(2) 18-20 years
30	23.1	(3) 21-24 years
52	40.0	(4) 25-34 years
25	19.2	(5) 35-44 years
6	4.6	(6) 45-54 years
6	4.6	(7) 55 Years and over
130	100.0	TOTAL

Note - 119 students or 92% of respondents are 21-55 years and over.

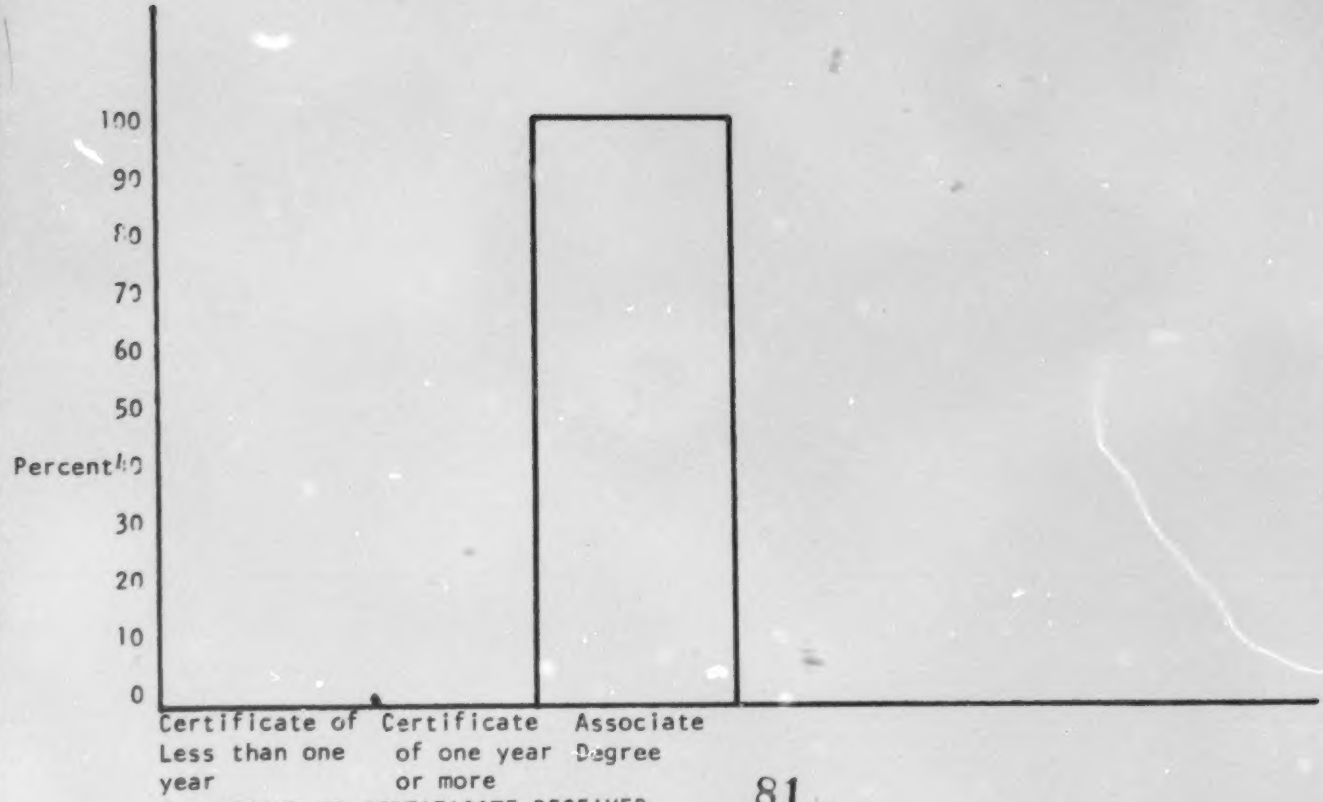


7. AGE

TABLE 11

8. DEGREE OR CERTIFICATE RECEIVED:

N	PERCENT	
0	0	(1) Certificate of less than one year
0	0	(2) Certificate of one year or more
130	100	(3) Associate Degree
130	100.0	TOTAL



8. DEGREE OR CERTIFICATE RECEIVED

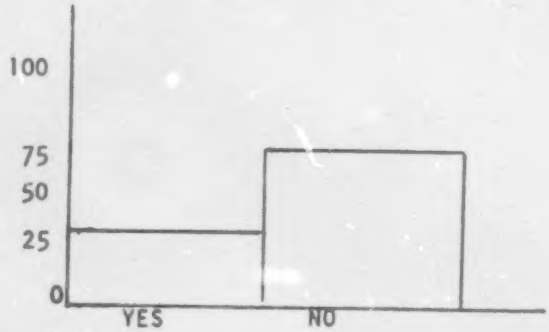
81

TABLE 12

TRANSFER OF CREDITS FROM ANOTHER COLLEGE OR UNIVERSITY:

N	PERCENT	
39	30.2	(1) Yes
90	69.8	(2) No
129	100.0	TOTAL

ONE NON-RESPONDENT (8%)



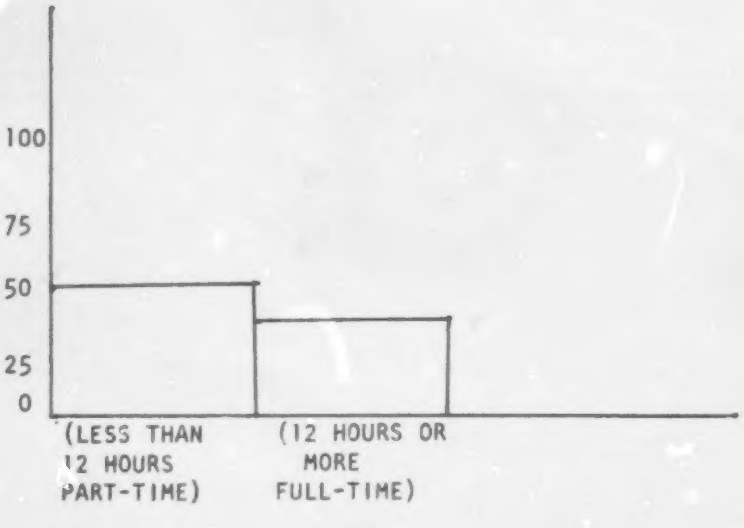
11. TRANSFER OF CREDITS FROM ANOTHER COLLEGE OR UNIVERSITY

TABLE 13

FULL-TIME OR PART-TIME STUDENT:

N	PERCENT	
58	45.0	(1) Primarily Full-Time (12 hours or more each quarter)
71	55.0	(2) Primarily Part-Time (less than 12 hours each quarter)
129	100.0	TOTAL

One Non-Respondent (.8%)



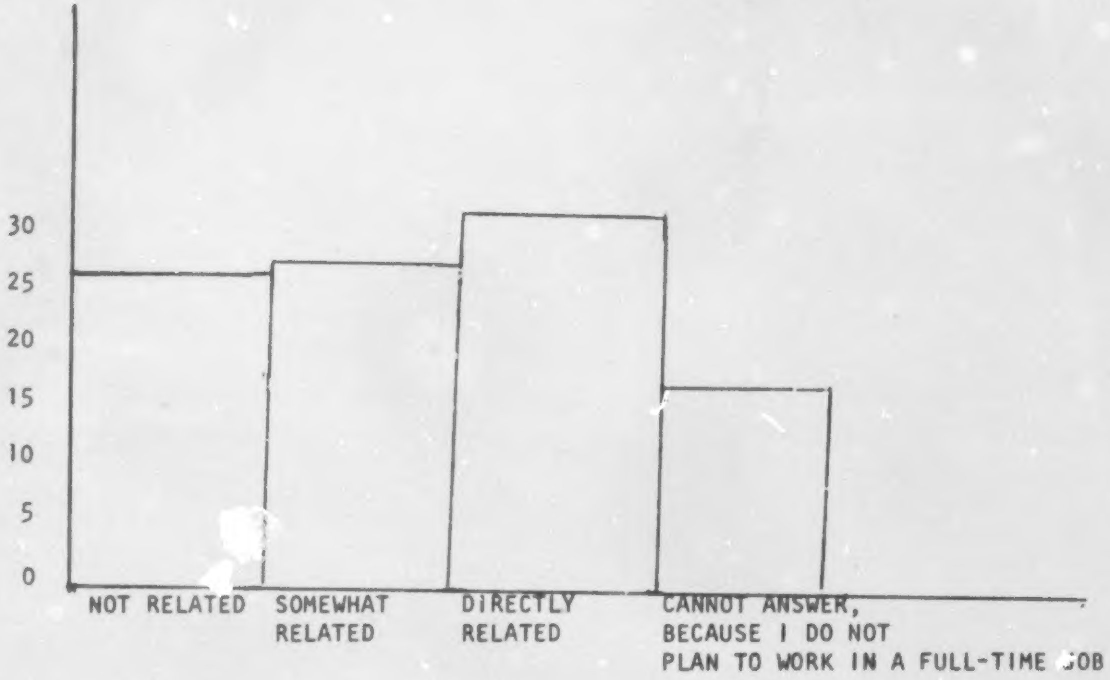
12. FULL-TIME OR PART-TIME STUDENT

TABLE 14

RELATIONSHIP OF FULL-TIME JOB TO DEGREE

N	PERCENT	
27	25.2	(1) Not Related
30	28.0	(2) Somewhat Related
33	30.9	(3) Directly Related
17	15.9	(4) Cannot answer because I do not plan to work in a full-time job
107	100.0	TOTAL

23 Non-Respondents (17.7%)



17. RELATIONSHIPS OF FULL-TIME JOB TO DEGREE

TABLE 15

FULL-TIME JOB PLANS

N	PERCENT	
30	23.8	(1) I do not intend to work at a full-time job within the next six months
65	51.6	(2) I will continue working in the full-time job I had before completing my program
16	5.7	(3) I plan to work at a new full-time job I just recently obtained
15	11.9	(4) I plan to, or currently am looking for a full-time job
126	100.0	TOTAL

Four Non-Respondents (3.1%)

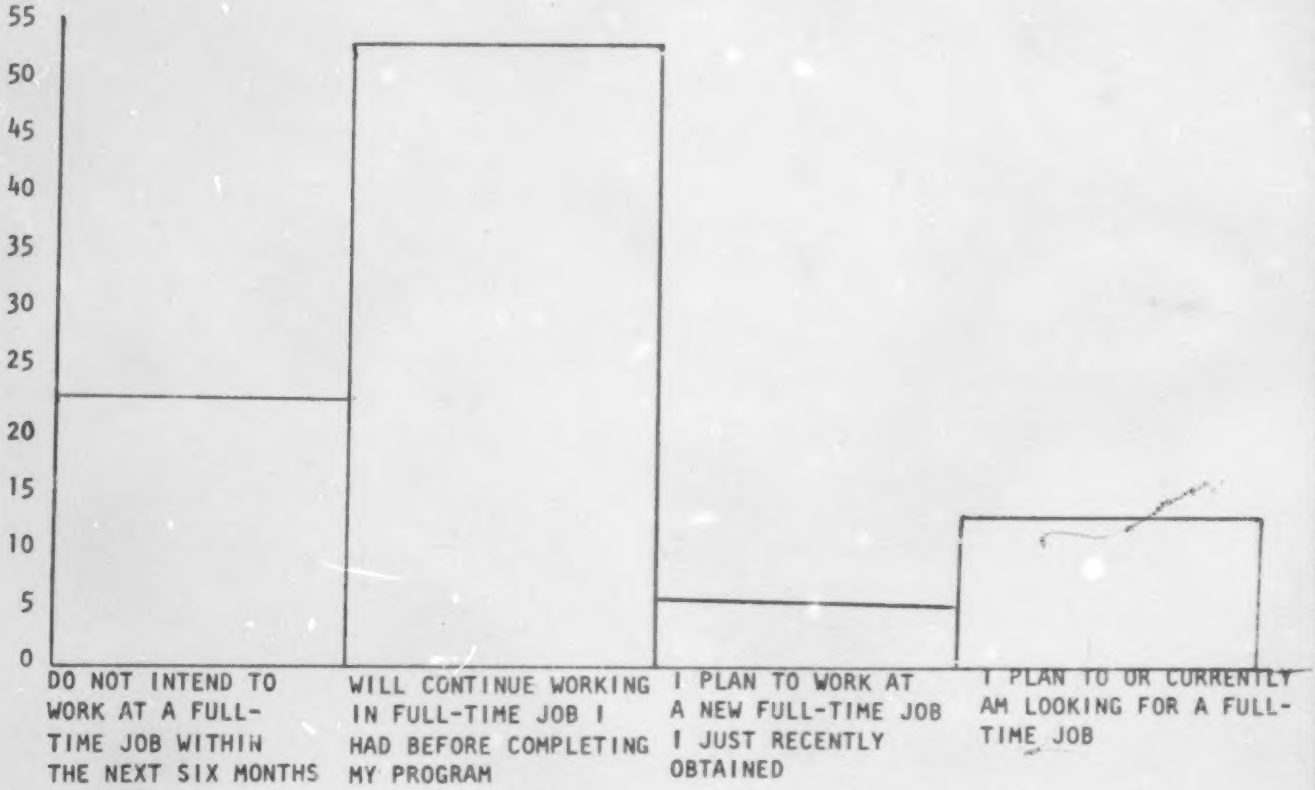
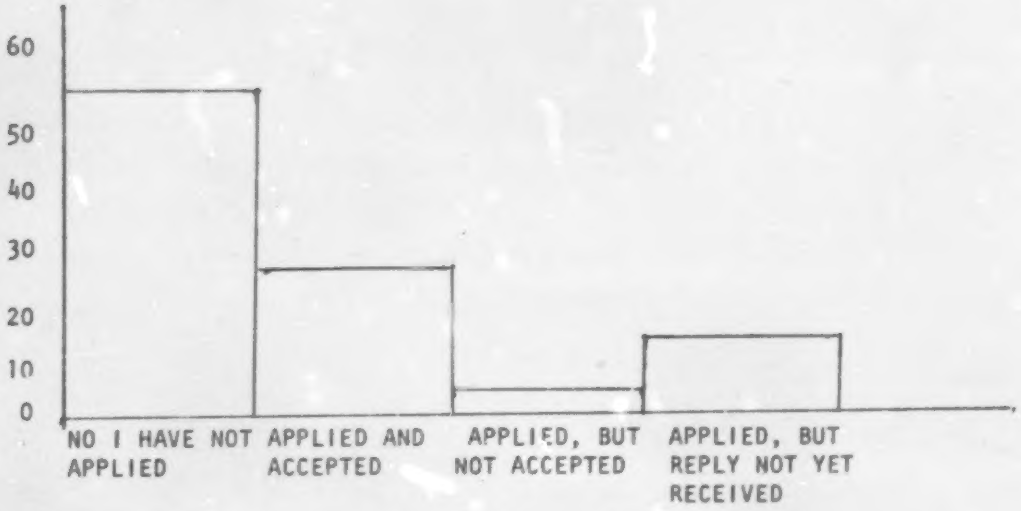


TABLE 16

APPLICATION FOR ADMISSION AT ANOTHER COLLEGE TO EARN ANOTHER DEGREE

N	PERCENT	
71	57.7	(1) No, I have not applied
34	27.6	(2) Yes, I have applied and and been accepted
4	3.3	(3) Yes, but I have not been accepted
14	11.4	(4) Yes, but I have not yet received a reply on all my applications
123	100.0	TOTAL

Seven Non-Responsents (5.4%)



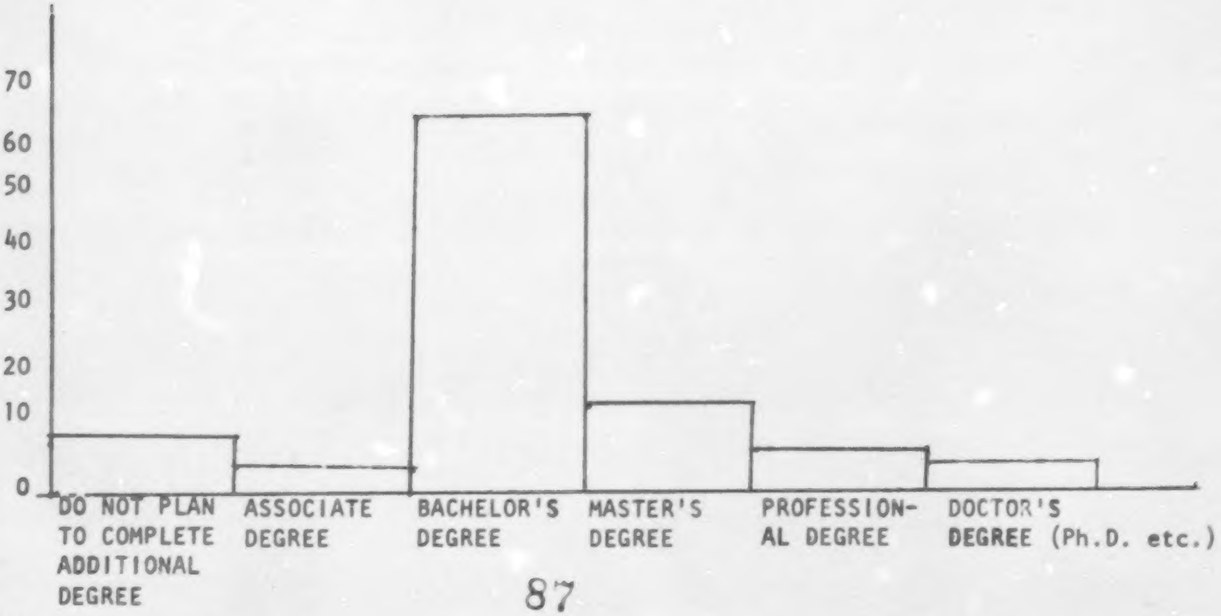
18. APPLICATION FOR ADMISSION AT ANOTHER COLLEGE TO EARN ANOTHER DEGREE

TABLE 17

EDUCATION GOAL

N	PERCENT	
13	10.2	(1) I do not plan to complete an additional degree or certificate
3	2.4	(2) Associate Degree
78	61.4	(3) Bachelor's Degree
18	14.2	(4) Master's Degree
8	6.3	(5) Professional Degree (includes only Dentistry, Medicine, Optometry, Osteopathy, Podiatry, Veterinary Medicine, Law and Theology
7	5.5	(6) Doctor's Degree (e.g., Ph.D., Ed.D., D.B.A.)
127	100.0	TOTAL

Three Non-Respondents (2.3%)



19. EDUCATIONAL GOAL

APPENDICES

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APPENDIX A

Program Completer Questionnaire

Cuyahoga Community College

Eastern Campus

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS
SERIES B 1977 — b

① **Name:** *(please print)*

Last *First* *Middle Initial*

② **Permanent Mailing Address:**

Street

City *State* *Zip Code*

Area Code *Telephone Number*

③ **Social Security Number (Student ID):**

1	2	3	4	5	6	7	8	9

④ **If you did *not* receive a certificate or degree from this college, please check here and return the questionnaire.** ☐

⑤ **Sex: (Check one)**

10- 1 ☐ Female
2 ☐ Male

⑥ **Race/Ethnic Identification: (Check one)**

11- 1 ☐ American Indian or Alaskan Native
2 ☐ Asian or Pacific Islander
3 ☐ Black
4 ☐ Hispanic
5 ☐ White
6 ☐ Nonresident Alien

⑦ **Age: (Check one)**

12- 1 ☐ Under 18
2 ☐ 18 - 20 years
3 ☐ 21 - 24 years
4 ☐ 25 - 34 years
5 ☐ 35 - 44 years
6 ☐ 45 - 54 years
7 ☐ 55 years and over

⑧ **Which one of the following degrees or certificates are you receiving? (Check one)**

13- 1 ☐ Certificate of less than one year
2 ☐ Certificate of one year or more
3 ☐ Associate degree

⑨ **Please write in the date when you first entered this college to begin work on the above degree or certificate.**

/

Month 14-15 Year 16-17

⑩ **Please write in your major/program for the certificate or degree you are receiving from this college.**

FOR OFFICE USE			
18	19	20	21

⑪ **Did you transfer credits from another college or university toward *this* certificate or degree? (Check one)**

22- 1 ☐ Yes
2 ☐ No

⑫ **Were you *primarily* a full-time or part-time student while you attended this college? (Check one)**

23- 1 ☐ Primarily full-time (12 hours or more each semester or quarter)
2 ☐ Primarily part-time (less than 12 hours each semester or quarter)

CONTINUED ON REVERSE SIDE

⑬ **How much help did your experiences at this college give you in reaching each of the goals listed below? (If a statement *was not* a goal of yours, check only the first column)**

This College Was a Great Deal of Help
This College Was Some Help
This College Was Not Much Help
This Was Not a Goal of Mine

		0	1	2	3
a. To discover my vocational interest	24-	☐	☐	☐	☐
b. To prepare for a new career	25-	☐	☐	☐	☐
c. To improve my knowledge and technical skills required in my present job	26-	☐	☐	☐	☐
d. To increase my chances for a possible raise and/or possible promotion in my present job	27-	☐	☐	☐	☐
e. To complete courses necessary to transfer to a four-year college	28-	☐	☐	☐	☐
f. To learn specific skills that will enrich my daily life	29-	☐	☐	☐	☐
g. To improve my ability to get along with people	30-	☐	☐	☐	☐
h. To become actively involved in student life and campus activities	31-	☐	☐	☐	☐
i. To increase my participation in cultural and social events	32-	☐	☐	☐	☐
j. To improve my confidence in myself	33-	☐	☐	☐	☐
k. To meet people	34-	☐	☐	☐	☐
l. To improve my leadership skills	35-	☐	☐	☐	☐
m. To complete high school (GED)	36-	☐	☐	☐	☐
n. To improve my life style	37-	☐	☐	☐	☐
o. Other (please specify)	38-	☐	☐	☐	☐

____

____

⑭ **How satisfied are you with your experiences at this college in each of the following areas? (Check one answer for *each* statement)**

Very Satisfied
Somewhat Satisfied
Dissatisfied

		1	2	3
a. My overall impression of this	39-	☐	☐	☐

⑭ **continued**

Very Satisfied
Somewhat Satisfied
Dissatisfied

		1	2	3
b. The overall quality of instruction	40-	☐	☐	☐
c. Availability of needed courses	41-	☐	☐	☐
d. Convenience of times courses were offered	42-	☐	☐	☐
e. The accesibility of instructors	43-	☐	☐	☐
f. Helpfulness of instructors in assisting me with career plans	44-	☐	☐	☐
g. If applicable, my overall impression of courses in my major/program	45-	☐	☐	☐

⑮ **How satisfied were you with each of the college services listed below? (If you never used a particular service or the service was not available, check only the first or second column.)**

Very Satisfied
Somewhat Satisfied
Dissatisfied
This Service Not Available
Never Used this Service

		1	2	3	4	5
a. Admissions Office Information	46-	☐	☐	☐	☐	☐
b. Registration	47-	☐	☐	☐	☐	☐
c. Financial Aid Office	48-	☐	☐	☐	☐	☐
d. Student Employment Services While Attending College	49-	☐	☐	☐	☐	☐
e. Job Placement Office After College	50	☐	☐	☐	☐	☐
f. Academic Advising (faculty)	51-	☐	☐	☐	☐	☐
g. Academic Advising (counselors)	52-	☐	☐	☐	☐	☐
h. Guidance and Counseling Services	53-	☐	☐	☐	☐	☐
i. Reading, Writing, Math Skills Improvement	54-	☐	☐	☐	☐	☐
j. Testing Services	55-	☐	☐	☐	☐	☐
k. Career Development	56-	☐	☐	☐	☐	☐
l. Cafeteria	57-	☐	☐	☐	☐	☐
m. Recreation and Athletic Programs	58-	☐	☐	☐	☐	☐
n. Library	59-	☐	☐	☐	☐	☐
o. Health Center	60-	☐	☐	☐	☐	☐
p. Housing Facilities	61-	☐	☐	☐	☐	☐
q. College Cultural Programs	62	☐	☐	☐	☐	☐

⑯ **My *full-time* job plans once I complete my degree or certificate here are: (Check one)**

34-
1 ☐ I do not intend to work at a *full-time* job within the next six months
2 ☐ I will continue working in the *full-time* job I had before completing my program
3 ☐ I plan to work at a new *full-time* job I just recently obtained
4 ☐ I plan to, or currently am, looking for a *full-time* job

⑰ **If you have a *full-time* job that you plan to work in after completing your degree or certificate program here, to what extent was this job related to the major/program you were enrolled in at our college? (Check one)**

35-
1 ☐ Not related
2 ☐ Somewhat related
3 ☐ Directly related
4 ☐ Cannot answer, because I do not plan to work in a *full-time* job

⑱ **Have you applied for admission to one or more educational programs at another college or university which would result in your earning another degree or certificate? (Check one)**

36-
1 ☐ No, I have not applied
2 ☐ Yes, I have applied and been accepted
3 ☐ Yes, but I have not been accepted
4 ☐ Yes, but I have not yet received a reply on all my applications

⑲ **If you are planning to continue your education, what is your goal? (Check one)**

37-
1 ☐ I do not plan to complete an additional degree or certificate
2 ☐ Associate degree
3 ☐ Bachelor's degree
4 ☐ Master's degree
5 ☐ Professional degree (includes *only* dentistry, medicine, optometry, osteopathy, podiatry, veterinary medicine, law, and theology)
6 ☐ Doctor's degree (e.g., Ph.D., Ed.D., D.B.A.)

APPENDIX B

Cuyahoga Community College

Eastern Campus
25444 Harvard Road
Warrensville Township, Ohio 44122
216/464-1450

June 21, 1977

Dear Graduate:

Congratulations on your recent graduation from the Eastern Campus of Cuyahoga Community College!

The College is interested in opinions on your experiences as a college student at Eastern, and your degree of satisfaction with various aspects of the College. This information will be particularly helpful in planning to meet the needs of present and future students.

To help us determine your opinions we have enclosed a confidential questionnaire for you to complete. Please complete the questionnaire as soon as possible and return it in the enclosed envelope. You may notice that this questionnaire has some relatively personal items. They are included for statistical purposes. This information will remain confidential and your responses will become part of our statistical report.

If you have re-enrolled at Cuyahoga Community College, the receipt of this questionnaire in no way affects that re-enrollment. You were merely selected to receive this questionnaire because you graduated from Eastern Campus this academic year.

Your cooperation and assistance in completing this questionnaire will be a further indication of your interest in helping Eastern Campus provide the best possible educational services.

Sincerely,

David C. Mitchell
Eastern Campus
President

bwc

Cuyahoga Community College is an Affirmative Action/Equal Opportunity Employer

APPENDIX C

To get the weighted rank for all items of the questions that are multiple in nature the following procedure was used:

1. A tally of each response for each category of each item.
2. The tally was multiplied by the number assigned to each response as stated on the questionnaire (for example, question #16 has 3 answers for each item of the question: Dissatisifed was given a rank of "1"; somewhat satisfied was given a rank of "2"; and very satisfied was given a rank of "3").
3. The number derived from #2 was then divided by the total number of responses for all categories involved.

EXAMPLE:

Weighted Rank for Item 14B:

	DISSATISFIED 1	SOMEWHAT SATISFIED 2	VERY SATISFIED 3	TOTAL
n	4	48	69	121
n x 1, n x 2, n x 3	4	96	207	307

$$\frac{\text{Total of } n \times 1,\ n \times 2,\ n \times 3 = 307}{\text{Total of } n \text{ (responses)} = 121} = 2.54$$

ENTERING STUDENT
QUESTIONNAIRE SURVEY

GARY R. TARTAGLIA
OFFICE OF THE CAMPUS PRESIDENT

CUYAHOGA COMMUNITY COLLEGE
EASTERN CAMPUS

November, 1977

ABSTRACT

The 976 students who participated in this study appear to constitute a sample of students that is representative of the Cuyahoga Community College, Eastern Campus, Fall, 1977 entering student population. Of the respondents, 65 percent were females and 35 percent were males. All 976 students had never attended this college before. Race/Ethnic responses showed 33 percent were black students, 65 percent were white students and two percent (approximately) were either American Indian, Alaskan Native, Asian, Pacific Islander or non-resident alien. The predominant age group presented in the responses was the 18-20 year olds, which accounted for 30 percent of the respondents. 67 percent of the respondents were in the non-traditional students age category of 21-55 years-olds, and three (3) percent of the students were in the under 18 category.

When asked to check their goals, the largest number of students (14 percent) indicated that they wanted to prepare for a new career; 13 percent of the respondents indicated that they wanted to get a certificate or associate degree; and 10 percent of the respondents indicated a desire to learn specific skills that will enrich their daily life.

466 respondents checked no major/program or not sure what their major/program will be, and 303 respondents or 40 percent indicated a major/program: Business, including Accounting, Office Administration, Marketing, and Banking and Finance accounted for 115 entering students; 47 entering students indicated Associate of Arts Degree; 43 respondents indicated Medical, including Nursing, Assisting, Dental Lab Technician, Medical Lab Technician and Occupational Therapy; 36 respondents indicated Art, including Interior Design and Technical Illustrations; 32 respondents indicated Real Estate; 15 respondents indicated Computer Programming/Data Processing; nine (9) respondents indicated Early Childhood Education; five (5) indicated Law Enforcement; and one (1) indicated Watch Repair.

In response to the question about reasons that influenced students decisions to attend this particular college, the three highest ranking items, in order, were: This college offers the courses I'm interested in; it was convenient to attend; This college has low cost.

In terms of geographic residency of the new students, 62 percent of them live in the North-East part of the county, which houses the oldest population in the county, and 18 percent of the new students live in the South-East part of the county, which contains a young population.

Within the rank order of new students' mailing addresses, certain residential patterns developed. There appeared a "Harvard Road Corridor" as represented by the top three (3) municipalities and zip codes of Cleveland 44128, Warrensville Heights 44128, and Cleveland 44105. There appeared a "Mayfield Road Corridor" as shown by the high rank-ordering of Cleveland Heights, South Euclid, Lyndhurst, and Mayfield Heights. Finally, there appeared a "North-South Corridor" in the middle-third of the eastern part of the county, ranging from South Euclid-Lyndhurst in the north, through Shaker Heights and Warrensville Heights, to Bedford in the south.

Seventy-four percent of the entering students indicated that this college was their first choice, and 64 percent of the respondents indicated that they had not earned college credits at another college since leaving high school. Fifty-one percent of the respondents indicated evening as the time they can attend classes. Eighty-two percent of the respondents expect to continue every term (except summer) until their goals are completed. Fifty-seven percent of the respondents indicated that they are employed more than half-time. Forty-three percent of the respondents indicated that they have no prior "work experience" in their intended major/program, and 78 percent indicated that they were primarily part-time (less than 12 hours each quarter) students. Seventy-one percent of the entering students indicated that they were confident that they will have enough money for college expenses.

Finally, in terms of race and sex correlations, the following profile can be said of our new students: the majority of our respondents (41 percent) were white females; in descending order followed white males (24 percent); followed by black females (22 percent); and finally, black males (11 percent).

Most of the females were in the 25-34 year-old age category, followed closely by the 18-20 years-old age category. The 35-44 years-old age category was a healthy third place. For men, almost 40 percent came from the 18-20 years-old age category. By combining age, race, and sex, one sees that white females, aged 25-34 enrolled in the highest numbers as new students, followed in descending order by white females, aged 18-20, white males, aged 18-20, and white females, aged 35-44, and white males, aged 25-34. These were then followed by black females, aged 25-34, black females, aged 18-20, white females, aged 21-24, black males, aged 18-20, and white males, aged 21-24 (see Table 5B on page 25 for complete details).

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INTRODUCTION

This is a third attempt in a series to survey the student body at the Eastern Campus of Cuyahoga Community College to find out the new, first-time entering students' intentions and goals for attending this college, the reasons that influenced their decision to attend this particular college, their intended major or program, and their place of residency while attending this college. (The first attempt in this series of three surveys was the Former Student Questionnaire of students who attended the Summer of 1976 at Eastern; the second attempt was the Program Completers (the graduates) of the Eastern Campus for the Fall, Winter, and Spring quarters of the 1976 - 1977 academic year).

Entering Student Questionnaires (new students) were distributed to all new, first-time-entering-the-college-freshmen during in-person registration and program adjustment for the Fall quarter, 1977 at the Eastern Campus of Cuyahoga Community College.

PURPOSE

The purpose of this study was to determine the intentions and perceptions of new, first-time-entering-the-college-freshmen coming to the Eastern Campus of Cuyahoga Community College. There were several areas in which the students' opinions and ideas were solicited. The areas can best be defined by four basic questions about the new student body. This study has attempted to answer these questions:

1. What are the new students' intentions and goals for attending this college?

2. What are the new students' reasons that influenced their decision to attend this particular college?

3. What are the new students' intended major or program?

4. What is the residental geographic location of the new students by municipality and zip code?

A secondary purpose for the Entering Student Questionnaire was the idea of a self-study document. It was our intended purpose to study our own student body to find out what our new students' intentions were about coming to this particular college. This would impact the campus planning process once it was established what the students' intentions and goals are.

A third purpose for the issuance of the Entering Student Questionnaire pertained to good-will. It was our intention to give the new students an opportunity to voice their goals, intentions, and desires about the college they are about to enter. This student imput and feedback we hoped would help create an atmosphere of good-will towards the college.

LIMITATIONS

The major methodological limitation of this survey is that the campus population of new students is biased. This means that any generalizations arrived from the study should be interpreted as applicable only to Eastern Campus students responding to the questionnaire. One aim of every survey is to be able to generalize from returned responses to the entire population of students of interest. As significant numbers of surveyed students fail to respond, response bias occurs, and the ability to reliably generalize to the entire population on the basis of returned questionnaire deteriorates. Generally, response bias operates such that those who complete questionnaires will be more positive toward the school and have stronger opinions than those who fail to respond. The bias of the new student population will be looked at in the following section on data collection.

DATA COLLECTION

A one-page questionnaire developed and test-marketed nationwide for two-year college students by the National Center for Higher Education Management Systems (NCHEMS) was used (see Appendix A). This questionnaire, imprinted with the logo of the college, satisfied our desire for an instrument to assess the demographic and attitudinal experiences of Eastern Campus new students.

The questionnaires were distributed at in-person registration and program adjustment for the Fall quarter, 1977, at the Eastern Campus. The questionnaire became part of a "new student package" that all new, first-time students enrolling the college were asked to complete. (Also included in this "new student package" was the college application and a short questionnaire from the Career Development Center.) Originally, 1083 Entering Student Questionnaires were distributed at in-person registration and program adjustment. Forty-five (45) questionnaires were discarded because the students answer "yes" to question no. 11: "Have you ever attended this college before?" Sixty-two (62) questionnaires were lost in the process of registration and drop-add by the failure of students to hand in the completed questionnaires. The result was 976 good, completed questionnaires. This made the response rate of 976/1083, or 90 percent, of all the new students who applied to the college during in-person registration or program adjustment for the Fall quarter. There was not enough time to contact the new students who had applied for admission through the mail. This population was estimated to be approximately 570 students. If we take our 976 respondents over the estimated total Fall enrollment for new students enrolling at the Eastern Campus, which is approximately 1553 students, we get a response rate of 63 percent. No follow-up activity was done.

FINDINGS

The new students intentions and goals for attending this college and the reasons that influenced the new students to decide to attend this particular college are presented in this section. One of the two abovementioned variables, the latter one, is represented by a table with a weighted rank and percentages of respondents' answers. The other one, due to its peculiar nature of having students check all goals, is presented in rank order with numbers only. The remaining intended performance variables in the questionnaire are represented by a percentage table only with a histogram. This data is intended for descriptive purposes only.

NEW STUDENTS' INTENTIONS, GOALS, AND DECISIONS TO ATTEND THIS COLLEGE

The new students' intentions and goals for attending this college will be discussed before their reasons that influenced their decision to attend this particular college.

Table 1 shows how the new, first-time students entering our college responded to the question, "The following are statements that reflect the goals of many students who attend this college. Please check all the goals that apply to you." To prepare for a new career, to get a certificate or associate degree, and to learn specific goals that will enrich my daily life were ranked highest by the respondents, while to increase my participation in cultural and social events, to become actively involved in student life and campus activities, and to complete high school were ranked the lowest, indicating students low priority and lack of preference.

The number of respondents answering the question is indicated to the exclusion of any weighted rank or percent response. This is due to the nature of the question, for the students were instructed to check all the goals that applied to them, not just one goal. Thus, the number of responses for each item of the question and the total amount for the question is duplicated

TABLE 1

ANALYSIS OF ITEMS BY RANK ORDER TO: THE FOLLOWING ARE STATEMENTS THAT REFLECT THE GOALS OF MANY STUDENTS WHO ATTEND THIS COLLEGE. PLEASE CHECK ALL OF THE GOALS THAT APPLY TO YOU.

9. GOALS

ITEMS	RANK	NUMBER OF RESPONDENTS
c. TO PREPARE FOR A NEW CAREER	1	450
a. TO GET A CERTIFICATE OR ASSOCIATE DEGREE	2	423
g. TO LEARN SPECIFIC GOALS THAT WILL ENRICH MY DAILY LIFE	3	321
k. TO IMPROVE MY CONFIDENCE IN MYSELF	4	299
o. TO IMPROVE MY LIFE STYLE	5	250
d. TO IMPROVE MY KNOWLEDGE AND TECHNICAL SKILLS REQUIRED IN MY PRESENT JOB	6	240
l. TO MEET PEOPLE	7	232
f. TO COMPLETE COURSES NECESSARY TO TRANSFER TO A FOUR-YEAR COLLEGE	8	217
b. TO DISCOVER MY VOCATIONAL INTEREST	9	193
e. TO INCREASE MY CHANCES FOR A POSSIBLE RAISE AND/OR POSSIBLE PROMOTION IN MY PRESENT JOB	10	184
h. TO IMPROVE MY ABILITY TO GET ALONG WITH PEOPLE	11	163
m. TO IMPROVE MY LEADERSHIP SKILLS	12	137
j. TO INCREASE MY PARTICIPATION IN CULTURAL AND SOCIAL EVENTS	13	106
i. TO BECOME ACTIVELY INVOLVED IN STUDENT LIFE AND CAMPUS ACTIVITIES	14	68
p. OTHER (PLEASE SPECIFY)*	15	22
n. TO COMPLETE HIGH SCHOOL (GED)	16	20
		3325#

* Of the twenty-two students who specified other goals, six students indicated that they were taking courses to fill degree requirements at another university, six students indicated an interest in a specific subject area (Spanish, Art, English, Real Estate, Creative Writing, Calculus Review), one student indicated the need to prepare for the possibility of having to seek employment, and seven students indicated a desire of taking college courses without any specific goals.

# NOTE - Because this question asked the respondent to check each item that applied to his/her goals, the total number shows this duplication.

Table 2 shows how the new students responded to the question, "Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here?" Ranked highest by the respondents of all reasons listed was "This college offers the courses I'm interested in", "It was convenient to attend", and "This college has low cost." The latter two reasons have been shown in the literature to be primary reasons why "non-tradition" students attend college. The items ranked lowest by the respondents, indicating lowest priority reasons that influenced their decision to attend, were "A number of my friends were attending", "A high school guidance counselor advised me", and "A representative from this college contacted me".

TABLE 2

12. ANALYSIS OF ITEMS BY WEIGHTED RANKS OF RESPONDENTS AND PERCENT RESPONSE TO THE QUESTION: BELOW ARE SOME REASONS THAT MIGHT HAVE INFLUENCED YOUR DECISION TO ATTEND THIS PARTICULAR COLLEGE. HOW IMPORTANT WAS EACH REASON IN YOUR DECISION TO COME HERE?

ITEMS	RANKING		PERCENT OF RESPONDENTS			PERCENT OF NON-RESPONDENTS
	RANK ORDER	WEIGHTED RANK *	NOT IMPORTANT	SOMEWHAT IMPORTANT	VERY IMPORTANT	
d. THIS COLLEGE OFFERS THE COURSES I'M INTERESTED IN	1	2.68	6	13	60	21
k. IT WAS CONVENIENT TO ATTEND	2	2.61	7	15	50	28
e. THIS COLLEGE HAS LOW COST	3	2.49	10	19	46	25
j. I CAN WORK WHILE I GO TO COLLEGE	4	2.45	15	10	47	28
g. I CAN LIVE AT HOME	5	2.12	25	10	33	32
b. THIS COLLEGE HAS A VERY GOOD ACADEMIC REPUTATION	6	2.05	16	31	19	34
c. SOMEONE WHO HAD BEEN HERE BEFORE ADVISED ME TO GO	7	1.87	28	23	18	31
q. I SAW A COLLEGE CATALOG FOR THIS COLLEGE	8	1.82	29	16	18	37
a. A TEACHER OR FRIEND ADVISED ME	9	1.80	30	23	16	31
l. RANGE OF STUDENT SERVICES OFFERED	10	1.66	30	17	11	42
r. OTHER (PLEASE SPECIFY)#	11	1.51	9	1+	3	87
n. I RECEIVED INFORMATION IN THE MAIL ABOUT THIS COLLEGE	12	1.47	41	14	8	37
o. I READ ABOUT THIS COLLEGE IN THE NEWSPAPER	13	1.42	42	13	6	39
h. AN EMPLOYER SUGGESTED ATTENDING	14	1.34	45	9	6	40

TABLE 2
(continued)

12. ANALYSIS OF ITEMS BY WEIGHTED RANKS OF RESPONDENTS AND PERCENT RESPONSE TO THE QUESTION: BELOW ARE SOME REASONS THAT MIGHT HAVE INFLUENCED YOUR DECISION TO ATTEND THIS PARTICULAR COLLEGE. HOW IMPORTANT WAS EACH REASON IN YOUR DECISION TO COME HERE?

ITEMS	RANKING		PERCENT OF RESPONDENTS			PERCENT OF NON-RESPONDENTS
	RANK ORDER	WEIGHTED RANK *	NOT IMPORTANT	SOMEWHAT IMPORTANT	VERY IMPORTANT	
p. I HEARD ABOUT THIS COLLEGE ON THE TV OR RADIO	15	1.31	45	11	4	40
m. A NUMBER OF MY FRIENDS WERE ATTENDING	16	1.29	46	10	4	40
f. A HIGH SCHOOL GUIDANCE COUNSELOR ADVISED ME	17	1.20	48	6	3	43
i. A REPRESENTATIVE FROM THIS COLLEGE CONTACTED ME	18	1.09	52	3	1	44

* NOTE - ASSUMING 1.0 = NOT IMPORTANT, 2.0 = SOMEWHAT IMPORTANT, 3.0 = VERY IMPORTANT

+ (APPROXIMATE, ACTUALLY LESS THAN 1%)

OTHER REASONS THAT INFLUENCED STUDENTS' DECISIONS TO ATTEND THIS COLLEGE WERE: RECOMMENDED BY THE REAL ESTATE BOARD; SAW THE CATALOG AT RICHMOND MALL, RANDALL MALL AND CLEVELAND TRUST BANK; OFFERS BETTER ART COURSES THAN COOPER SCHOOL OF ART; LOCATION; TO TAKE COURSES TO BE ABLE TO BE READMITTED TO A FOUR-YEAR COLLEGE.

PERSONAL RESPONSES

The Entering Student Questionnaire provided a blank space for the respondents to write in their intended major or program at Eastern Campus (question #10).

Table 3 illustrates the number and percent of respondents who either were not sure what their major/program will be, or those that had definite intended plans for a major or program at this time of application. Notice that over 21 percent of the respondents chose not to answer this question. Of those respondents indicating an intended major or program here at Eastern, more than one-third (37.9 percent), stated "Business" majors, with Accounting being stated most frequently. Other academic fields ranked relatively high were subject areas in the "Medical" field and the "Art" field, as Table 2 shows.

TABLE 3

ANALYSIS OF MAJOR/PROGRAM

	N	NUMBER OF RESPONDENTS	PERCENT
10. (A) NO MAJOR/PROGRAM OR NOT SURE WHAT MAJOR/PROGRAM WILL BE		466	60.6
(B)			
(1) MAJOR/PROGRAM		303	39.4
TOTAL		769	100.0
207 NON-RESPONDENTS (21.2%)			
(2) INTENDED MAJOR/PROGRAM			
(a) BUSINESS		115	37.9
Accounting	29		
Administration	28		
Management	27		
Office Administration	18		
Marketing	5		
Banking and Finance	4		
Small Business	2		
Court Reporting	2		
(b) ASSOCIATE OF ARTS DEGREE		47	15.5
(c) MEDICAL		43	14.2
Nursing	8		
Assisting	6		
Opthalmic Dispensing	6		
General Health Fields	4		
Dental Lab Technician	3		
Optician	3		
Emergency Medical Tech.	3		
Medical Lab Technician	3		
Occupational Therapy	2		
Dietician	2		
Respiratory Therapy	2		
Radiology Technician	1		
(d) ART		36	11.9
Interior Design	16		
Commercial	11		
Draft and Design	4		
Technical Illustrations	2		
General	2		
Industrial	1		
(e) REAL ESTATE		32	10.6

TABLE 3

(continued)

	N	NUMBER OF RESPONDENTS	PERCENT
(2) INTENDED MAJOR/PROGRAM			
(f) COMPUTER PROGRAMMING/	2	15	4.9
DATA PROCESSING	13		
(g) EARLY CHILDHOOD EDUCATION		9	3.0
(h) LAW ENFORCEMENT		5	1.7
(i) WATCH REPAIR		1	.3
TOTAL		303	100.0*

* Total of the 303 students indicating a Major/Program

This section is divided into two (2) parts: one, Demographic Data; and two, Intended Enrollment Data. Each part has several subdivisions represented respectively with a table (including numbers and percentages) and by a histogram. The purpose of the histogram is to provide a clarification.

DEMOGRAPHIC DATA

The residential, geographic location, the age, race, and sex of the respondents are presented in this section.

Table 4 shows the rank order, number of responses, and the percent of total of the municipalities and their accompanying zip codes for all the respondents. Notice that the first three municipalities ranked by the respondents form what we call the "Harvard Road Corridor". That is, these municipalities and zips run in an east-west direction paralleling Harvard Road, the street Eastern Campus is located on.

The first sixteen (16) municipalities, with accompanying zip codes, accounted for almost two-thirds (64.3 percent) of the total number of respondents. The remaining cities each accounted for 2.0 percent of the total or less.

Table 5 shows the rank-order of these sixteen cities for Eastern's New Students divided by age, sex, and race of the respondents. This enables one to zoom in on our various target populations, segmented by demographics. Notice that in every city represented, the female population is larger in numbers than the male population. Also that in the top-ranked city/zip, Cleveland, 44128, females who were black and between the ages of 25-44, and males who were black and between the ages of 18-20 accounted for the target population within that municipality. Similar analysis can be made for each city/zip combination to determine what type and kind of student is specifically coming to Eastern Campus as a New Student.

For example, Warrensville Heights, 44128 and Cleveland, 44105 drew mostly black females, as did Cleveland, 44128, with the highest number of students in each city in the 25-34 years-old age category. These three cities/zips can be contrasted with the next three in descending order: Maple Heights, 44137 drew more white females than any other race or sex, with the majority in the 25-34 years-old age category; Cleveland Heights, 44118 contributed more white females than any other category, but the dominant age here was the 18-20 years-old category; and likewise, South Euclid, 44121 contributed mostly white females dominantly aged 18-20 years-old.

It is interesting to note that the largest number of males, 13, in any age category, came from the 18-20 year-olds living in Cleveland, 44128. No other single age category, by either race, approached this number.

DEMOGRAPHIC DATA (Continued)

The enclosed map reveals the college draw zones for Cuyahoga County. This map, and Table 6, The Distribution of Cuyahoga Community College Students by Draw Zones for Fall, 1976, appeared in the preliminary review manual[1] for North Central accreditation, dated June, 1977. Table 5's data came from Fall, 1976. Notice that the percentages for Eastern Campus in the Fall, 1976 data and our current Fall, 1977 data for new students are extremely similar. For example, our biggest two draw areas are Zones VI and V, respectively. Notice that Zone VI for Fall, 1976 enrollment was 59.7 percent; for Fall, 1977 new students, it was 61.8 percent; for Zone V, the Fall, 1976 enrollment was 19.6 percent; and for Fall 1977, the new student enrollment was 18.0 percent. The other zones are just as similar.

Two further trends are identified here by taking the "middle third" of the eastern part of the county (see enclosed map), one notices that 12 out of the 16 municipalities listed on the first page fall within this "north-south corridor". This ranges from South Euclid-Lyndhurst in the north, through Cleveland Heights, Beachwood, and Shaker Heights, down to Warrensville Heights, Bedford, Maple Heights and Bedford Heights. Notice that the extreme northern part of this "middle-third" part of the eastern county is sparsely populated with new students to Eastern Campus. This is the Euclid area and the Highland Heights area.

A final trend is located in the "Mayfield Road Corridor" which embraces Cleveland Heights, South Euclid, Lyndhurst, and Mayfield Heights. These four cities are well represented in the top sixteen (16) municipalities: they account for 15 percent of the total of all the respondents.

TABLE 4

ANALYSIS OF ITEMS BY RANK ORDER OF PERMANENT MAILING ADDRESS

ZIP CODE	CITY	NUMBER OF RESPONSES	RANK ORDER	PERCENT
44128	CLEVELAND	68	1	6.9
44128	WARRENSVILLE HEIGHTS	56	2	5.7
44105	CLEVELAND	55	3	5.6
44137	MAPLE HEIGHTS	49	4	5.0
44118	CLEVELAND HEIGHTS	42	5	4.3
44121	SOUTH EUCLID	41	6	4.2
44146	BEDFORD HEIGHTS	38	7	3.9
44120	SHAKER HEIGHTS	37	8	3.8
44124	LYNDHURST	36	9	3.7
44146	BEDFORD	35	10	3.6
44120	CLEVELAND	35	10	3.6
44022	CHAGRIN FALLS	31	12	3.2
44122	SHAKER HEIGHTS	28	13	2.9
44139	SOLON	28	13	2.9
44122	BEACHWOOD	27	15	2.8
44124	MAYFIELD HEIGHTS	22	16	2.3
TOTAL		628		64.3*

*Because of rounding error, column does not total exactly 64.3 percent

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TABLE 4 continued

ANALYSIS OF ITEMS BY RANK ORDER OF PERMANENT MAILING ADDRESS

ZIP CODE	CITY	NUMBER OF RESPONSES	RANK ORDER
44121	CLEVELAND HEIGHTS	18	17
44125	GARFIELD HEIGHTS	17	18
44143	RICHMOND HEIGHTS	16	19
44104	CLEVELAND	16	19
44118	UNIVERSITY HEIGHTS	16	19
44110	CLEVELAND	14	22
44122	CLEVELAND	14	22
44117	EUCLID	13	24
44106	CLEVELAND	11	25
44124	PEPPER PIKE	9	26
44122	WOODMERE	9	26
44123	EUCLID	8	28
44087	TWINSBURG	8	28
44106	CLEVELAND HEIGHTS	8	28
44112	EAST CLEVELAND	8	28
44122	WARRENSVILLE HEIGHTS	8	28
44132	EUCLID	7	33
44122	WARRENSVILLE TOWNSHIP	6	34
44118	SOUTH EUCLID	6	34
44108	CLEVELAND	6	34
44040	GATES MILLS	6	34
44056	MACEDONIA	6	34
44072	NOVELTY	6	34
44022	MORELAND HILLS	5	40
44067	NORTHFIELD	5	40
44092	WILLOUGHBY HILLS	5	40
44143	HIGHLAND HEIGHTS	5	40
44146	WALTON HILLS	5	40
44202	AURORA	5	40
44109	CLEVELAND	4	46
44112	CLEVELAND HEIGHTS	4	46
44118	EAST CLEVELAND	4	46
44146	OAKWOOD VILLAGE	4	46
44236	HUDSON	4	46
44021	BURTON	3	51
44112	CLEVELAND	3	51
44122	ORANGE VILLAGE	3	51
44240	KENT	3	51
44060	MENTOR	2	55
44102	CLEVELAND	2	55
44105	GARFIELD HEIGHTS	2	55
44115	CLEVELAND	2	55
44121	CLEVELAND	2	55
44143	MAYFIELD	2	55
44255	MANTUA	2	55

TABLE 4 continued

ANALYSIS OF ITEMS BY RANK ORDER OF PERMANENT MAILING ADDRESS

ZIP CODE	CITY	NUMBER OF RESPONSES	RANK ORDER
44020	BAINBRIDGE	1	62
44022	ORANGE	1	62
44024	CHARDON	1	62
44047	JEFFERSON	1	62
44052	LORAIN	1	62
44060	SAGAMORE HILLS	1	62
44065	NEWBURY	1	62
44067	SAGAMORE HILLS	1	62
44094	WILLOWICK	1	62
44105	NEWBURGH HEIGHTS	1	62
44107	LAKEWOOD	1	62
44111	CLEVELAND	1	62
44116	ROCKY RIVER	1	62
44118	SHAKER HEIGHTS	1	62
44119	CLEVELAND	1	62
44119	EUCLID	1	62
44122	UNIVERSITY HEIGHTS	1	62
44127	CLEVELAND	1	62
44128	GARFIELD HEIGHTS	1	62
44128	NORTH RANDALL	1	62
44130	MIDDLEBURG HEIGHTS	1	62
44130	PARMA HEIGHTS	1	62
44134	PARMA	1	62
44136	STRONGSVILLE	1	62
44140	BAY VILLAGE	1	62
44141	BRECKSVILLE	1	62
44143	EUCLID	1	62
44147	BROADVIEW HEIGHTS	1	62
44224	STOW	1	62
44240	STREETSBORO	1	62
44264	PENINSULA	1	62
44302	AKRON	1	62
44705	CANTON	1	62
44721	NORTH CANTON	1	62
44816	BIRMINGHAM	1	62

TABLE 5

RANK-ORDER OF NEW, FIRST-TIME STUDENTS BY DESCENDING TOP TWO-THIRDS MUNICIPALITIES AND ZIP CODES SUB-DIVIDED BY AGE, RACE, AND SEX, ENROLLED AT THE EASTERN CAMPUS FOR FALL, 1977

	44128		44128			44105		44137		44118		
	Cleveland		Warrensville Hts.			Cleveland		Maple Hts.		Cleveland Hts.		
FEMALES	B	W	B	W	H	B	W	B	W	B	W	P
1. Under 18	3	0	1	1	0	1	0	0	3	0	0	0
2. 18-20 Years	7	0	5	4	0	11	0	1	7	0	11	0
3. 21-24 Years	6	0	5	3	0	6	2	0	1	0	2	0
4. 25-34 Years	14	0	9	4	1	13	1	0	11	1	6	1
5. 35-44 Years	14	0	2	2	0	5	0	0	4	3	3	0
6. 45-54 Years	3	0	1	0	0	0	0	1	1	0	1	0
7. 55 Years and Over	0	0	0	0	0	1	0	0	0	0	1	0
TOTAL RACE/ETHNIC	47	0	23	14	1	37	3	2	27	4	24	1
TOTAL FEMALES	47		38			40		29		29		
MALES												
1. Under 18	0	0	0	0	0	0	0	0	0	0	0	0
2. 18-20 Years	13	0	2	0	0	5	0	0	7	2	5	0
3. 21-24 Years	2	0	1	3	0	2	1	0	7	1	1	0
4. 25-34 Years	3	0	7	2	0	3	2	0	3	1	3	0
5. 35-44 Years	1	0	2	1	0	1	0	0	3	0	0	0
6. 45-54 Years	1	0	0	0	0	0	1	0	0	0	0	0
7. 55 Years and Over	1	0	0	0	0	0	0	0	0	0	0	0
TOTAL RACE/ETHNIC	21	0	12	6	0	11	4	0	20	4	9	0
TOTAL MALES	21		18			15		20		13		
TOTAL	**68**		**56**			**55**		**49**		**42**		
B(Black)	68		35			48		2		8		
W(White)	0		20			7		47		33		
H(Hispanic)	0		1			0		0		0		
A(American Indian or Alaskan Native)	0		0			0		0		0		
P(Asian or Pacific Islander)	0		0			0		0		1		
N(Non-Resident Alien)	0		0			0		0		0		

TABLE 5 continued

RANK-ORDER OF NEW, FIRST-TIME STUDENTS BY DESCENDING TOP TWO-THIRDS MUNICIPALITIES AND ZIP CODES SUB-DIVIDED BY AGE, RACE, AND SEX, ENROLLED AT THE EASTERN CAMPUS FOR FALL, 1977

	44121 South Euclid		44146 Bedford Hts.			44120 Shaker Hts.				44124 Lyndhurst			44146 Bedford			
FEMALES	B	W	B	W	N	B	W	A	P	B	W	P	B	W	A	P
1. Under 18	0	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0
2. 18-20 Years	0	15	0	5	0	2	1	0	0	0	8	0	0	5	0	0
3. 21-24 Years	0	1	0	1	0	1	1	1	1	0	2	0	1	2	0	0
4. 25-34 Years	0	2	1	7	1	0	5	0	0	0	3	0	0	10	0	0
5. 35-44 Years	0	1	1	2	0	1	3	0	0	0	6	0	0	1	0	0
6. 45-54 Years	0	3	0	1	0	2	2	0	0	0	3	0	0	2	0	0
7. 55 Years and Over	0	2	0	0	0	0	1	0	0	0	2	0	0	0	0	0
TOTAL RACE/ETHNIC	0	25	3	16	1	7	13	1	1	0	24	0	1	21	0	0
TOTAL FEMALES	25		20			22				24			22			
MALES																
1. Under 18	0	0	0	0	0	2	0	0	0	0	0	0	0	1	0	0
2. 18-20 Years	0	7	1	6	0	6	4	0	0	0	4	0	0	1	0	0
3. 21-24 Years	0	1	1	3	0	0	0	0	0	0	2	1	0	3	1	0
4. 25-34 Years	0	3	0	4	0	0	1	0	0	0	2	0	0	5	0	0
5. 35-44 Years	0	4	2	1	0	1	0	0	0	0	2	0	0	0	0	1
6. 45-54 Years	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0
7. 55 Years and Over	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
TOTAL RACE/ETHNIC	0	16	4	14	0	9	6	0	0	0	11	1	0	11	1	1
TOTAL MALES	16		18			15				12			13			
TOTAL	41		38			37				36			35			
B(Black)	0		7			16				0			1			
W(White)	41		30			19				35			32			
H(Hispanic)	0		0			0				0			0			
A(American Indian or Alaskan Native)	0		0			1				0			1			
P(Asian or Pacific Islander)	0		0			1				1			1			
N(Non-Resident Alien)	0		1			0				0			0			

TABLE 5 continued

RANK-ORDER OF NEW, FIRST-TIME STUDENTS BY DESCENDING TOP TWO-THIRDS MUNICIPALITIES AND ZIP CODES SUB-DIVIDED BY AGE, RACE, AND SEX, ENROLLED AT THE EASTERN CAMPUS FOR FALL, 1977

FEMALES	44120 Cleveland		44022 Chagrin Falls		44122 Shaker Hts.			44139 Solon		44122 Beachwood			
	B	W	B	W	B	W	P	B	W	B	W	A	H
1. Under 18	1	0	0	1	0	1	0	0	1	0	1	1	0
2. 18-20 Years	4	0	0	3	1	2	0	0	6	0	5	0	0
3. 21-24 Years	6	0	0	5	2	0	0	0	0	0	1	0	0
4. 25-34 Years	2	3	0	4	0	3	0	0	3	0	2	0	1
5. 35-44 Years	1	0	0	4	0	6	0	0	5	0	2	0	0
6. 45-54 Years	2	0	0	6	0	2	0	0	0	1	2	0	0
7. 55 Years and Over	0	0	0	1	0	0	0	0	0	0	3	0	0
TOTAL RACE/ETHNIC	16	3	0	24	3	14	0	0	15	1	16	1	1
TOTAL FEMALES	19		24		17			15		19			
MALES													
1. Under 18	0	0	0	0	0	0	0	0	0	0	0	0	0
2. 18-20 Years	6	3	0	1	0	3	0	0	7	0	6	0	0
3. 21-24 Years	4	0	0	3	0	2	0	0	1	0	1	0	0
4. 25-34 Years	2	0	0	2	0	1	0	0	1	0	0	0	0
5. 35-44 Years	1	0	0	0	1	0	0	0	3	0	0	0	0
6. 45-54 Years	0	0	0	0	0	1	1	0	0	0	0	0	0
7. 55 Years and Over	0	0	0	1	0	2	0	0	1	0	1	0	0
TOTAL RACE/ETHNIC	13	3	0	7	1	9	1	0	13	0	8	0	0
TOTAL MALES	16		7		11			13		8			
TOTAL	35		31		28			28		27			
B(Black)	29		0		4			0		1			
W(White)	6		31		23			28		24			
H(Hispanic)	0		0		0			0		1			
A(American Indian or Alaskan Native)	0		0		0			0		1			
P(Asian or Pacific Islander)	0		0		1			0		0			
N(Non-Resident Alien)	0		0		0			0		0			

TABLE 5 continued

RANK-ORDER OF NEW, FIRST-TIME STUDENTS BY DESCENDING TOP TWO-THIRDS MUNICIPALITIES AND ZIP CODES SUB-DIVIDED BY AGE, RACE, AND SEX, ENROLLED AT THE EASTERN CAMPUS FOR FALL, 1977

	44124 Mayfield Hts.		TOTALS BY AGE	TOTALS BY RACE		TOTALS BY SEX
	B	W		B	W	
FEMALES						
1. Under 18	0	0	19			
2. 18-20 Years	0	1	104			
3. 21-24 Years	0	4	54			
4. 25-34 Years	0	4	112			
5. 35-44 Years	0	3	69			
6. 45-54 Years	1	1	35			
7. 55 Years and Over	0	1	12			
TOTAL RACE/ETHNIC	1	14				
TOTAL FEMALES	15		405			405
MALES						
1. Under 18	0	0	3			
2. 18-20 Years	0	1	90			
3. 21-24 Years	0	3	44			
4. 25-34 Years	0	2	47			
5. 35-44 Years	0	0	24			
6. 45-54 Years	0	1	8			
7. 55 Years and Over	0	0	7			
TOTAL RACE/ETHNIC	0	7				
TOTAL MALES	7		223			223
TOTAL	22		628	628		628
B(Black)	1			220		
W(White)	21			397		
H(Hispanic)	0			2		
A(American Indian or Alaskan Native)	0			3		
P(Asian or Pacific Islander)	0			5		
N(Non-Resident Alien)	0			1		

From Table 5 we can analyze the new students in two (2) separate tables. Table 5A shows age, race, and sex correlations of the 628 students who made up almost two-thirds of our student body. Table 5B shows the same age, race, and sex correlations for all of the 976 new students. Notice in Table 5B, the rank-order of our new students by race and sex: white females are coming to Eastern in the largest numbers than any other category (403); they are followed by white males (234); then comes black females (219); and finally black males in last place with 104 students.

Almost twice as many new students coming to Eastern were white compared to the black students. In terms of age, the females are largely either in the 25-34 years-old category, which is the non-traditional students, or in the traditional age category of 18-20 years old. Notice that the largest age category for men was in the 18-20 years-old category.

In terms of age, race, and sex, the predominant students coming to Eastern as new students were white females between the ages of 25-34. They were followed in descending order by white females between the ages of 18-20, white males between the ages of 18-20, white females between the ages of 35-44, black females between the ages of 25-34, black females between the ages of 18-20, and so on (see the last sub-table in Table 5B).

TABLE 5a

ANALYSIS OF 628 NEW STUDENTS BY AGE, RACE, AND SEX CORRELATIONS

		SEX		
		MALE	FEMALE	TOTAL
RACE	BLACK	75	145	220
	WHITE	146	251	397
	OTHER	2	9	11
	TOTAL	223	405	628

		SEX		
		MALE	FEMALE	TOTAL
AGE	UNDER 18	3	19	22
	18-20 YEARS	90	104	194
	21-24 YEARS	44	54	98
	25-34 YEARS	47	112	159
	35-44 YEARS	24	69	93
	45-54 YEARS	8	35	43
	55 YEARS AND OVER	7	12	19
	TOTAL	223	405	628

		RACE			
		BLACK	WHITE	OTHER	TOTAL
AGE	UNDER 18	10	11	1	22
	18-20 YEARS	66	128	0	194
	21-24 YEARS	38	56	4	98
	25-34 YEARS	56	99	4	159
	35-44 YEARS	36	56	1	93
	45-54 YEARS	12	30	1	43
	55 YEARS AND OVER	2	17	0	19
	TOTAL	220	397	11	628

TABLE 5a

ANALYSIS OF 628 NEW STUDENTS BY AGE, RACE, AND SEX CORRELATIONS

RACE/SEX

AGE	BLACK		SUB-TOTAL	WHITE		SUB-TOTAL	OTHER		TOTAL
	MALE	FEMALE		MALE	FEMALE		MALE	FEMALE	
1. UNDER 18	2	8	10	1	10	11	0	1	22
2. 18-20 YRS.	35	31	66	55	73	128	0	0	194
3. 21-24 YRS.	11	27	38	31	25	56	2	2	98
4. 25-34YRS.	16	40	56	31	68	99	0	4	159
5. 35-44 YRS.	9	27	36	15	41	56	0	1	93
6. 45-54 YRS.	1	11	12	7	23	30	0	1	43
7. 55 YRS. and OLDER	1	1	2	6	11	17	0	0	19
TOTALS	75	145	220	146	251	397	2	9	628

TABLE 5b
ANALYSIS OF 976 NEW STUDENTS BY AGE, RACE, AND SEX CORRELATIONS

		SEX		
		MALE	FEMALE	TOTAL
RACE	BLACK	104	219	323
	WHITE	234	403	637
	OTHER	8	8	16
	TOTAL	346	630	976

		SEX		
		MALE	FEMALE	TOTAL
AGE	UNDER 18	4	30	34
	18-20 YEARS	131	157	288
	21-24 YEARS	69	92	161
	25-34 YEARS	82	177	259
	35-44 YEARS	37	106	143
	45-54 YEARS	13	51	64
	55 YEARS AND OVER	10	17	27
	TOTAL	346	630	976

		RACE			
		BLACK	WHITE	OTHER	TOTAL
AGE	UNDER 18	16	17	1	34
	18-20 YEARS	105	181	2	288
	21-24 YEARS	58	99	4	161
	25-34 YEARS	76	176	7	259
	35-44 YEARS	49	93	1	143
	45-54 YEARS	17	46	1	64
	55 YEARS AND OVER	2	25	0	27
	TOTAL	323	637	16	976

TABLE 5b
ANALYSIS OF 976 NEW STUDENTS BY AGE, RACE, AND SEX CORRELATIONS

RACE/SEX

		BLACK		SUB TOTAL	WHITE		SUB TOTAL	OTHER		TOTAL
		MALE	FEMALE		MALE	FEMALE		MALE	FEMALE	
	1. UNDER 18	3	13	16	1	16	17	0	1	34
	2. 18-20 YEARS	51	54	105	80	101	181	0	2	288
	3. 21-24 YEARS	17	41	58	48	51	99	4	0	161
AGE	4. 25-34 YEARS	19	57	76	59	117	176	4	3	259
	5. 35-44 YEARS	11	38	49	26	67	93	0	1	143
	6. 45-54 YEARS	2	15	17	11	35	46	0	1	64
	7. 55 YEARS AND OVER	1	1	2	9	16	25	0	0	27
	TOTALS	104	219	323	234	403	637	8	8	976

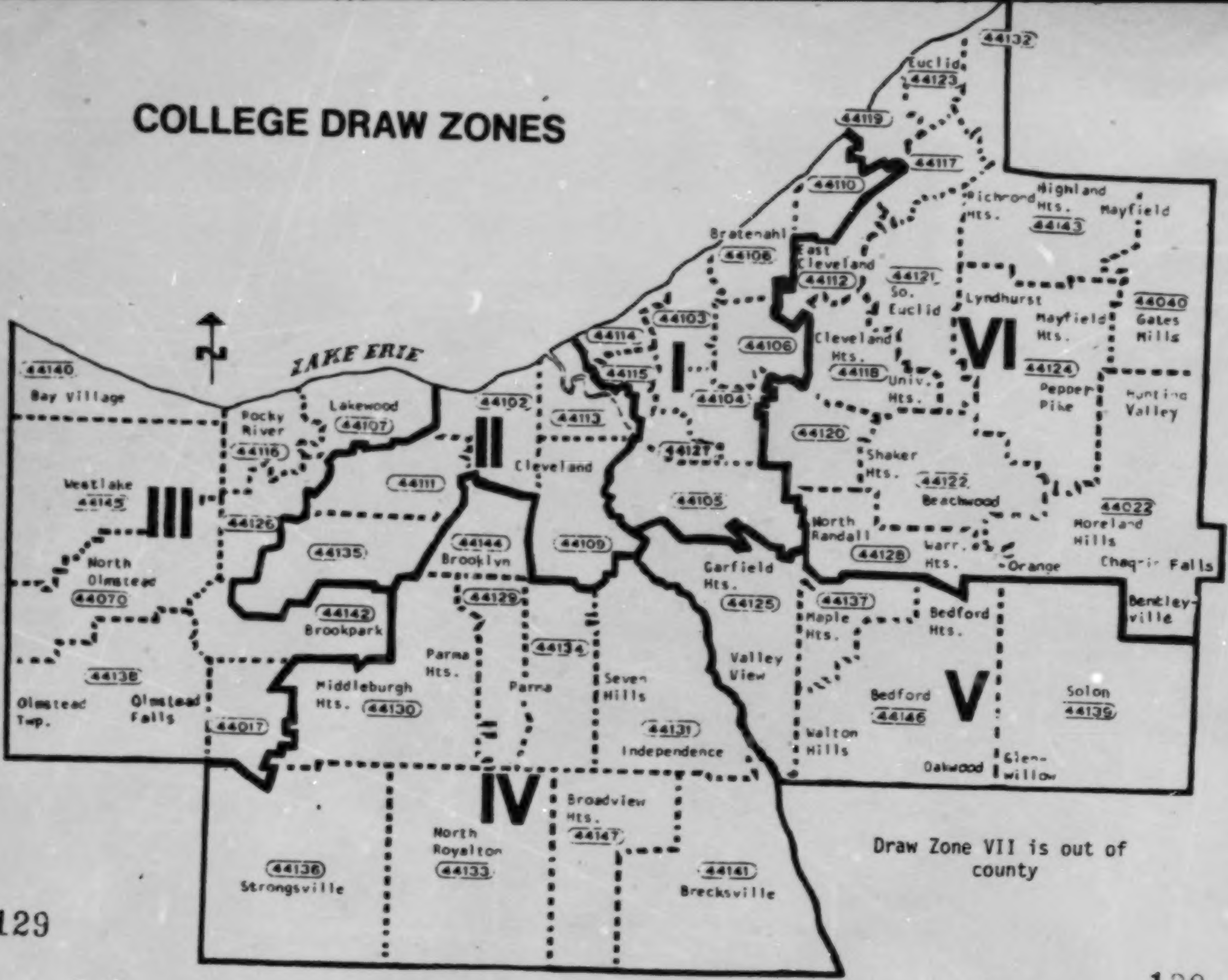
TABLE 6

DISTRIBUTION OF CUYAHOGA COMMUNITY COLLEGE STUDENTS BY DRAW ZONES

Draw Zone	District		Metro		Western		Fall 1976 Eastern		Fall 1977 Eastern	
	No.	%	No.	%	No.	%	No.	%	No.	%
I	5,413	19.3	4,759	40.9	205	1.7	449	9.6	117	12.0
II	3,178	11.3	1,289	11.1	1,864	15.8	25	.5	7	.7
III	3,544	12.6	792	6.8	2,727	23.1	25	.5	3	.3
IV	5,885	21.0	443	3.8	5,405	45.8	37	.8	6	.6
V	1,750	6.2	377	3.2	459	3.9	914	19.6	176	18.0
VI	6,191	22.0	3,277	28.2	131	1.1	2,783	59.7	603	61.8
VII	1,238	4.0	239	2.1	715	6.1	284	6.1	64	6.6
Missing	888	3.2	449	3.9	291	2.5	148	3.2		
TOTALS	28,087		11,625		11,797		4,665		976 *	
% District Enrollment		100%		41.3%		42.0%		16.6%		

* This is a representative sample of new, first-time students to the college at Eastern Campus, Fall quarter, 1977. The other columns represent 14th day enrollment for the Fall, 1976 quarter.

COLLEGE DRAW ZONES


LAKE ERIE
I
II
III
IV
V
VI
44132
Euclid
44123
44119
44117
44110
Richmond Hts.
Highland Hts.
44143
Mayfield
Bratenahl
44108
East Cleveland
44112
44121
So. Euclid
Lyndhurst
44040
Gates Mills
44103
44106
Cleveland Hts.
44118
Univ. Hts.
Mayfield Hts.
44124
Pepper Pike
Hunting Valley
44114
44115
44104
44140
Bay Village
Rocky River
Lakewood
44107
44116
44102
44113
Cleveland
44127
44120
Shaker Hts.
44122
Beachwood
Westlake
44145
44126
44111
44105
North Randall
44128
Warr. Hts.
Orange
44022
Moreland Hills
Chagrin Falls
44135
44144
Brooklyn
44109
Garfield Hts.
44125
North Olmstead
44070
44142
Brookpark
44129
44134
44137
Maple Hts.
Bedford Hts.
Bentleyville
Parma Hts.
Parma
Seven Hills
Valley View
44138
Olmstead Twp.
Olmstead Falls
44017
Middleburgh Hts.
44130
44131
Independence
Bedford
44146
Solon
44139
Walton Hills
Oakwood
Glenwillow
Broadview Hts.
44147
North Royalton
44133
44136
Strongsville
44141
Brecksville

Draw Zone VII is out of county

Tables 7 and 8 show the distribution of the respondents by Draw Zones in the county. Table 7 gives a number and percentage by Draw Zone. Table 8 shows the same data as Table 7 does, but in more detail. The individual cities and zip codes within each draw zone is listed along with the number of students from that particular city/zip.

TABLE 7

DISTRIBUTION OF CUYAHOGA COMMUNITY COLLEGE EASTERN CAMPUS STUDENTS BY DRAW ZONES FOR FALL 1977 NEW STUDENTS

DRAW ZONE	NUMBER	PERCENT
I	117	12.0
II	7	.7
III	3	.3
IV	6	.6
V	176	18.0
VI	603	61.8
VII	64	6.6
TOTAL	976	100.0

TABLE 8

ANALYSIS OF DISTRIBUTION BY DRAW ZONES

ZIP CODE	CITY	NUMBER OF STUDENTS	PERCENT	DRAW ZONE
44104	CLEVELAND	17		I
44105	CLEVELAND	55		
44105	NEWBURGH HEIGHTS	1		
44105	GARFIELD HEIGHTS	2		
44106	CLEVELAND	11		
44106	CLEVELAND HEIGHTS	8		
44108	CLEVELAND	6		
44110	CLEVELAND	14		
44115	CLEVELAND	2		
44127	CLEVELAND	1		
TOTAL DRAW ZONE I		117	12.0	
44102	CLEVELAND	2		II
44109	CLEVELAND	4		
44111	CLEVELAND	1		
TOTAL DRAW ZONE II		7	.7	
44107	LAKEWOOD	1		III
44116	ROCKY RIVER	1		
44140	BAY VILLAGE	1		
TOTAL DRAW ZONE III		3	.3	
44130	MIDDLEBURG HEIGHTS	1		IV
44130	PARMA HEIGHTS	1		
44134	PARMA	1		
44136	STRONGSVILLE	1		
44141	BRECKSVILLE	1		
44147	BROADVIEW HEIGHTS	1		
TOTAL DRAW ZONE IV		6	.6	
44125	GARFIELD HEIGHTS	17		V
44137	MAPLE HEIGHTS	49		
44139	SOLON	28		
44146	BEDFORD	35		
44146	BEDFORD HEIGHTS	38		
44146	OAKWOOD VILLAGE	4		
44146	WALTON HILLS	5		
TOTAL DRAW ZONE V		176	18.0	

TABLE 8 continued

ANALYSIS OF DISTRIBUTION BY DRAW ZONES

ZIP CODE	CITY	NUMBER OF STUDENTS	PERCENT	DRAW ZONE
44022	CHAGRIN FALLS	31		VI
44022	MORELAND HILLS	5		
44022	ORANGE VILLAGE	1		
44040	GATES MILLS	6		
44112	CLEVELAND	3		
44112	CLEVELAND HEIGHTS	4		
44112	EAST CLEVELAND	8		
44117	EUCLID	13		
44118	CLEVELAND HEIGHTS	42		
44118	EAST CLEVELAND	4		
44118	SHAKER HEIGHTS	1		
44118	SOUTH EUCLID	6		
44118	UNIVERSITY HEIGHTS	16		
44119	CLEVELAND	1		
44119	EUCLID	1		
44120	CLEVELAND	35		
44120	SHAKER HEIGHTS	37		
44121	CLEVELAND	2		
44121	CLEVELAND HEIGHTS	18		
44121	SOUTH EUCLID	41		
44122	BEACHWOOD	27		
44122	CLEVELAND	14		
44122	ORANGE VILLAGE	3		
44122	UNIVERSITY HEIGHTS	1		
44122	WARRENSVILLE HEIGHTS	8		
44122	WARRENSVILLE TOWNSHIP	6		
44122	WOODMERE	9		
44122	SHAKER HEIGHTS	28		
44123	EUCLID	8		
44124	LYNDHURST	36		
44124	MAYFIELD HEIGHTS	22		
44124	PEPPER PIKE	9		
44128	CLEVELAND	68		
44128	GARFIELD HEIGHTS	1		
44128	NORTH RANDALL	1		
44128	WARRENSVILLE HEIGHTS	56		
44132	EUCLID	7		
44143	EUCLID	1		
44143	HIGHLAND HEIGHTS	5		
44143	MAYFIELD HEIGHTS	2		
44143	RICHMOND HEIGHTS	16		
TOTAL DRAW ZONE VI		603	61.8	

TABLE 8 continued

ANALYSIS OF DISTRIBUTION BY DRAW ZONES

ZIP CODE	CITY	NUMBER OF STUDENTS	PERCENT	DRAW ZONE
44020	BAINBRIDGE	1		VII
44021	BURTON	3		
44024	CHARDON	1		
44047	JEFFERSON	1		
44052	LORAIN	1		
44056	MACEDONIA	6		
44060	MENTOR	2		
440 0	SAGAMORE HILLS	1		
44065	NEWBURY	1		
44067	NORTHFIELD	5		
44067	SAGAMORE HILLS	1		
44072	NOVELTY	6		
44087	TWINSBURG	8		
44092	WILLOUGHBY HILLS	5		
44094	WILLOWICK	1		
44202	AURORA	5		
44224	STOW	1		
44236	HUDSON	4		
44240	KENT	3		
44240	STREETSBORO	1		
44255	MANTUA	2		
44264	PENINSULA	1		
44302	AKRON	1		
44705	CANTON	1		
44721	NORTH CANTON	1		
44816	BIRMINGHAM	1		
TOTAL DRAW ZONE VII		64	6.6	
TOTAL DRAW ZONES		976	100.0	

Tables 9, 10, and 11 illustrate the age, race, and sex of the respondents. Notice that the majority of the respondents were white females who fell in the non-traditional age categories.

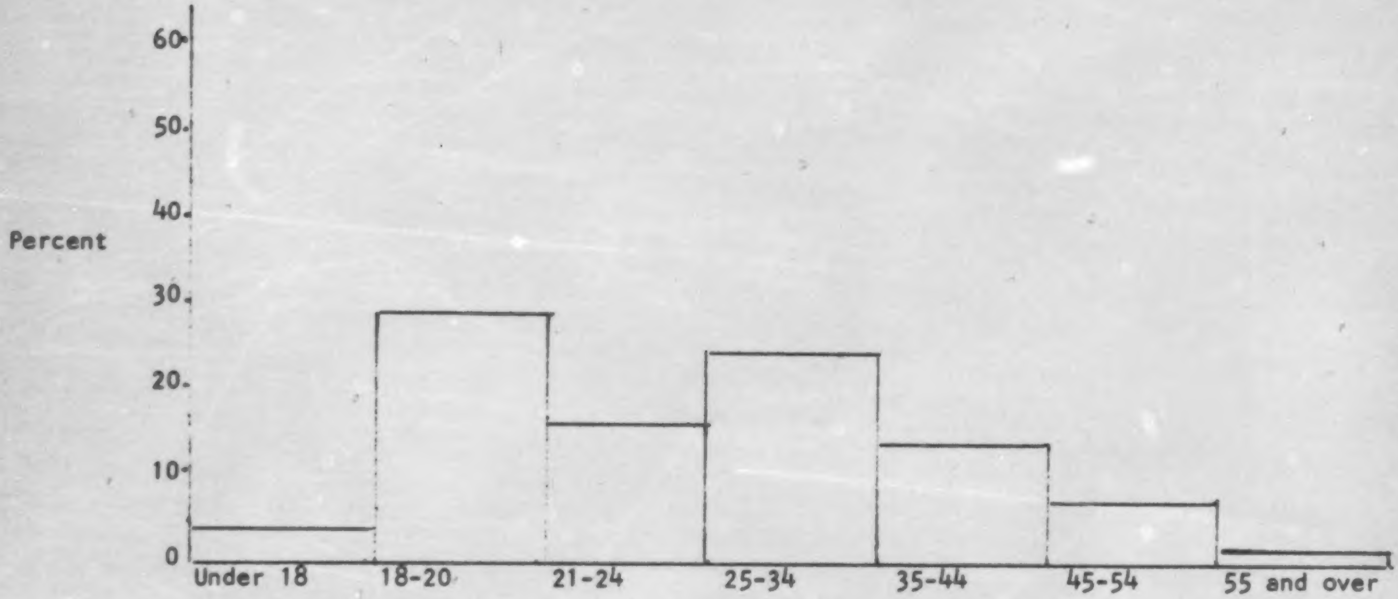
TABLE 9

AGE

8. AGE:

N	PERCENT	
34	3.5	(1) UNDER 18
288	29.5	(2) 18-20 YEARS
161	16.4	(3) 21-24 YEARS
259	26.5	(4) 25-34 YEARS
143	14.7	(5) 35-44 YEARS
64	6.6	(6) 45-54 YEARS
27	2.8	(7) 55 YEARS AND OVER
976	100.0	TOTAL

NOTE - 654 STUDENTS OR 67.0% OF RESPONDENTS ARE 21-55 YEARS AND OVER



8. AGE

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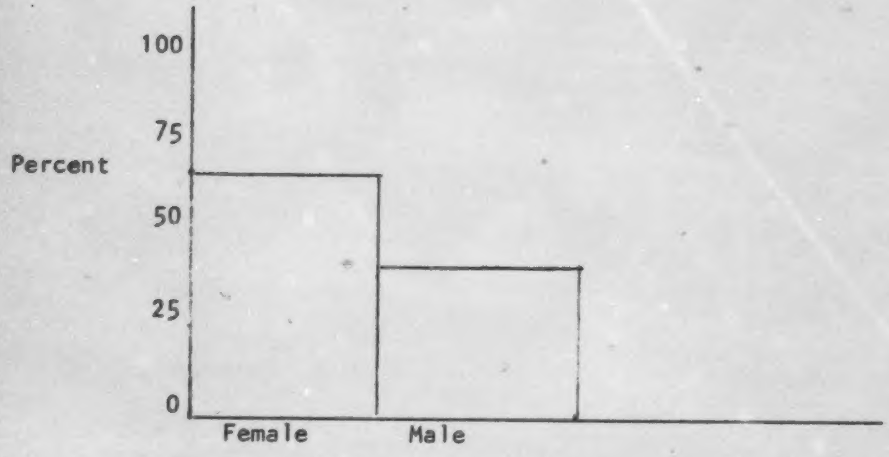
TABLE 10

SEX

6. SEX:

N	PERCENT	
630	64.55	(1) FEMALE
346	35.45	(2) MALE
976	100.00	TOTAL



6. SEX

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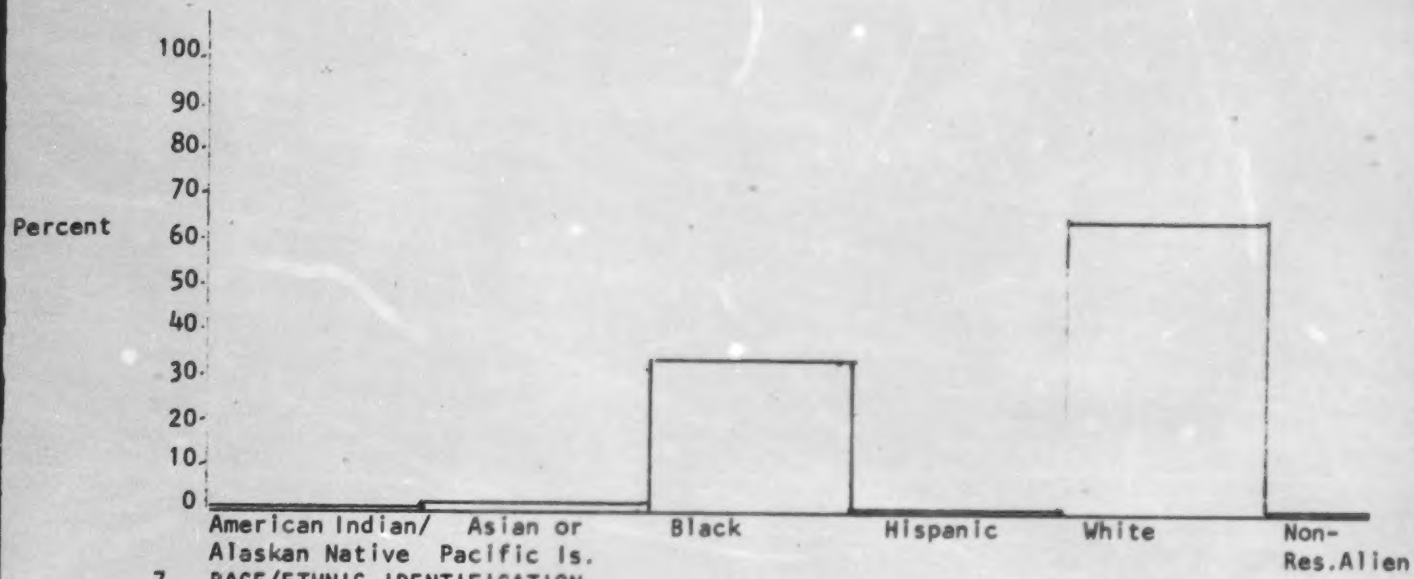
TABLE 11

RACE

7. RACE/ETHNIC IDENTIFICATION:

N	PERCENT	
4	.4	(1) AMERICAN INDIAN OR ALASKAN NATIVE
7	.7	(2) ASIAN OR PACIFIC ISLANDER
323	33.1	(3) BLACK
3	.3	(4) HISPANIC
637	65.3	(5) WHITE
2	.2	(6) NONRESIDENT ALIEN
976	100.0	TOTAL



7. RACE/ETHNIC IDENTIFICATION

INTENDED ENROLLMENT DATA

This college as the first choice, college credit earned at another college since leaving high school, the times desired to attend classes at this college, the continuation every term to complete the degree, the current employment status, prior work experience in intended major, full or part-time enrollment status, financial concern, and the answers of the respondents as to whether they have attended this college before are presented in this section through tables 12-20 , Each table has an accompanying histogram for clarification.

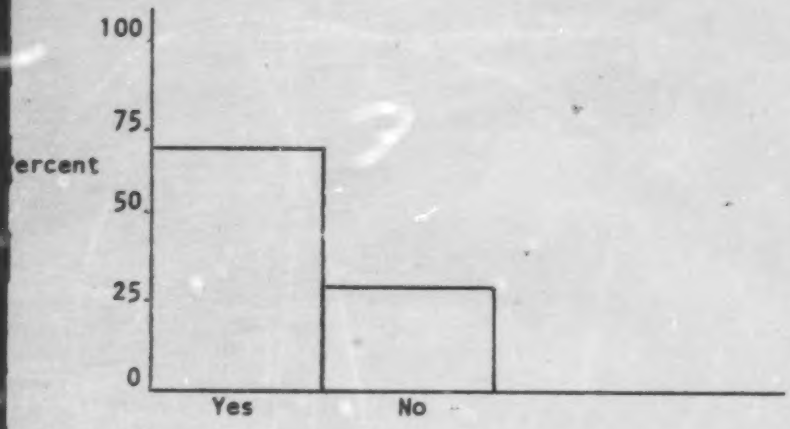
Notice that for the majority of the respondents: this college was their first choice; they did not earn college credit at another college since they left high school; they prefer to attend classes in the evening and in the morning; they expected to continue every term (except summer) until they complete their goal; they are employed more than half-time; they did not have prior work experience in their intended major or program; they intend on enrolling primarily part-time; they feel they have no financial concern in relation to tuition; and finally, all of the respondents, 100 percent of them, never have attended this college before. (Remember that originally 1083 questionnaires were distributed, but that 107 were discarded. Forty-five (45) respondents had enrolled before, and these were taken out of the sample; and sixty-two (62) of the respondents failed to turn in the completed questionnaire at the appropriate time.)

TABLE 12

13. THIS COLLEGE IS YOUR FIRST CHOICE:

N	PERCENT	
427	73.5	(1) YES
154	26.5	(2) NO
581	100.0	TOTAL

395 NON-RESPONDENTS (40.5%)



13. THIS COLLEGE IS YOUR FIRST CHOICE

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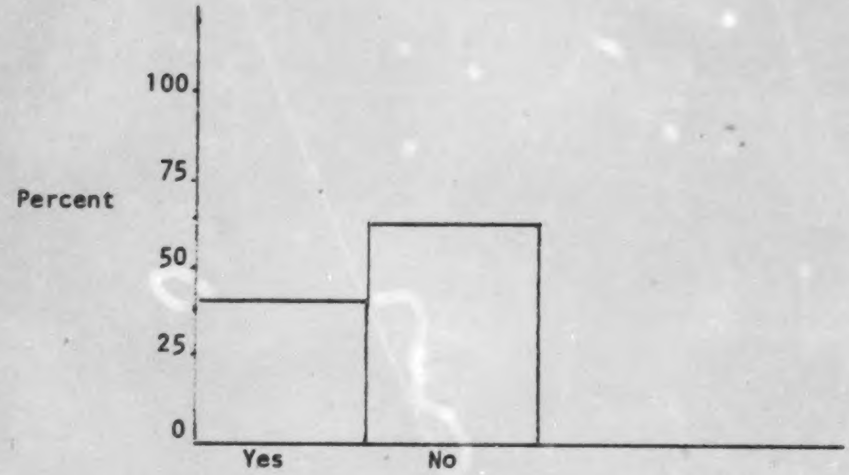
TABLE 13

14. EARNED COLLEGE CREDITS AT ANOTHER COLLEGE SINCE LEAVING HIGH SCHOOL:

N	PERCENT	
217	36.6	(1) YES
376	63.4	(2) NO
593	100.0	TOTAL

383 NON-RESPONDENTS (39.2%)



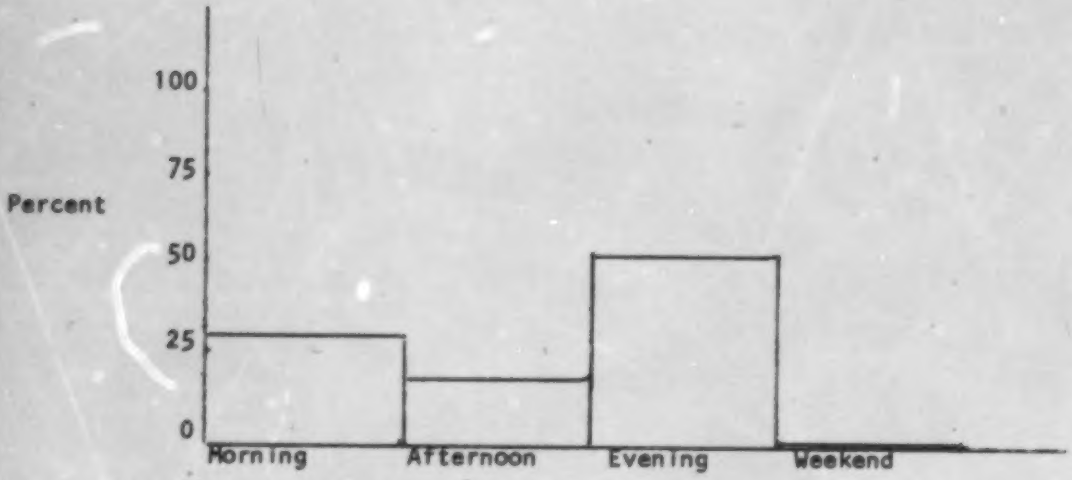
14. EARNED COLLEGE CREDITS AT ANOTHER COLLEGE SINCE LEAVING HIGH SCHOOL

TABLE 14

15. THE TIME OR TIMES YOU CAN ATTEND CLASSES AT THIS COLLEGE:

N	PERCENT	
232	29.5	(1) MORNING
152	19.4	(2) AFTERNOON
396	50.5	(3) EVENING
5	.6	(4) WEEKEND
785	100.0	TOTAL

191 NON-RESPONDENTS (19.6%)



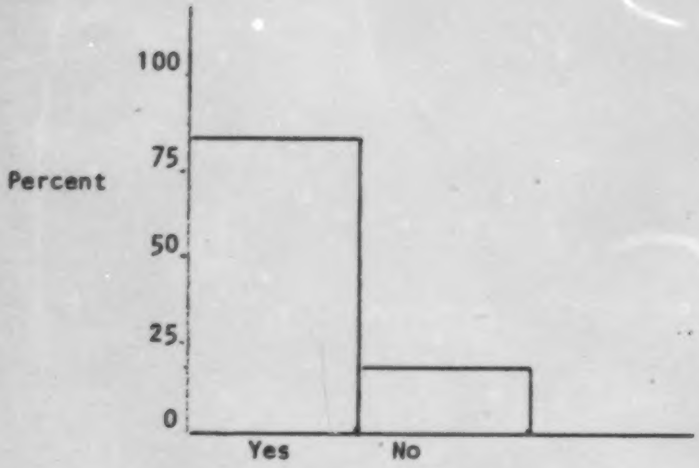
15. THE TIME OR TIMES YOU CAN ATTEND CLASSES AT THIS COLLEGE

TABLE 15

16. EXPECT TO CONTINUE EVERY TERM (EXCEPT SUMMER) UNTIL YOU COMPLETE YOUR GOALS:

N	PERCENT	
474	82.3	(1) YES
102	17.7	(2) NO
576	100.0	TOTAL

400 NON-RESPONDENTS (41%)



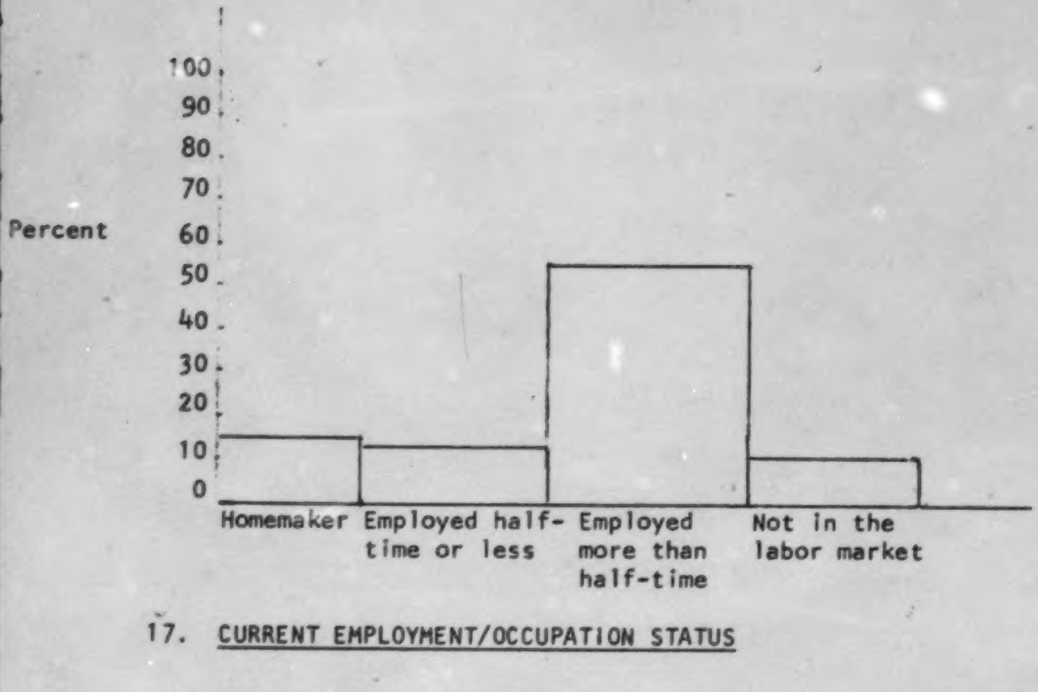
16. EXPECT TO CONTINUE EVERY TERM (EXCEPT SUMMER) UNTIL YOU COMPLETE YOUR GOALS

TABLE 16

17. CURRENT EMPLOYMENT/OCCUPATION STATUS:

N	PERCENT	
104	16.9	(1) HOMEMAKER
85	13.8	(2) EMPLOYED HALF-TIME OR LESS
351	57.1	(3) EMPLOYED MORE THAN HALF-TIME
75	12.2	(4) NOT IN THE LABOR MARKET
615	100.0	TOTAL

361 NON-RESPONDENTS (37%)



17. CURRENT EMPLOYMENT/OCCUPATION STATUS

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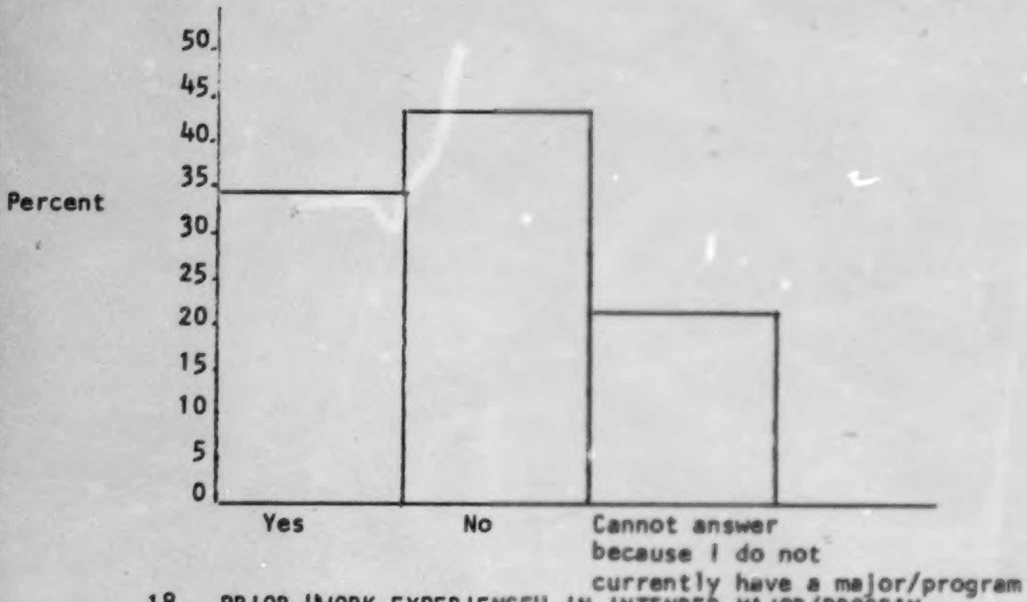
TABLE 17

18. PRIOR "WORK EXPERIENCE" IN YOUR INTENDED MAJOR/PROGRAM:

N	PERCENT	
210	34.7	(1) YES
265	43.7	(2) NO
131	21.6	(3) CANNOT ANSWER BECAUSE I DO NOT CURRENTLY HAVE A MAJOR/PROGRAM
606	100.0	TOTAL

370 NON-RESPONDENTS (37.9%)



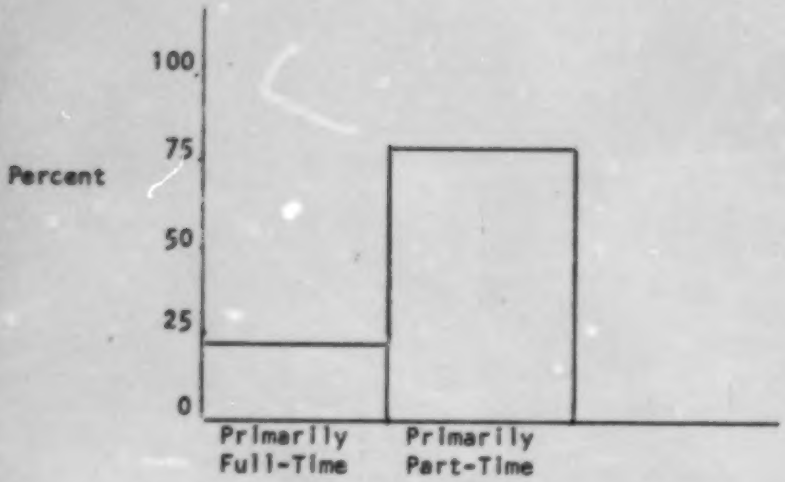
18. PRIOR "WORK EXPERIENCE" IN INTENDED MAJOR/PROGRAM

TABLE 18

19. FULL-TIME OR PART-TIME STUDENT:

N	PERCENT	
134	22.4	(1) PRIMARILY FULL-TIME (12 HOURS OR MORE EACH QUARTER)
464	77.6	(2) PRIMARILY PART-TIME (LESS THAN 12 HOURS EACH QUARTER)
598	100.0	TOTAL

378 NON-RESPONDENTS (38.7%)



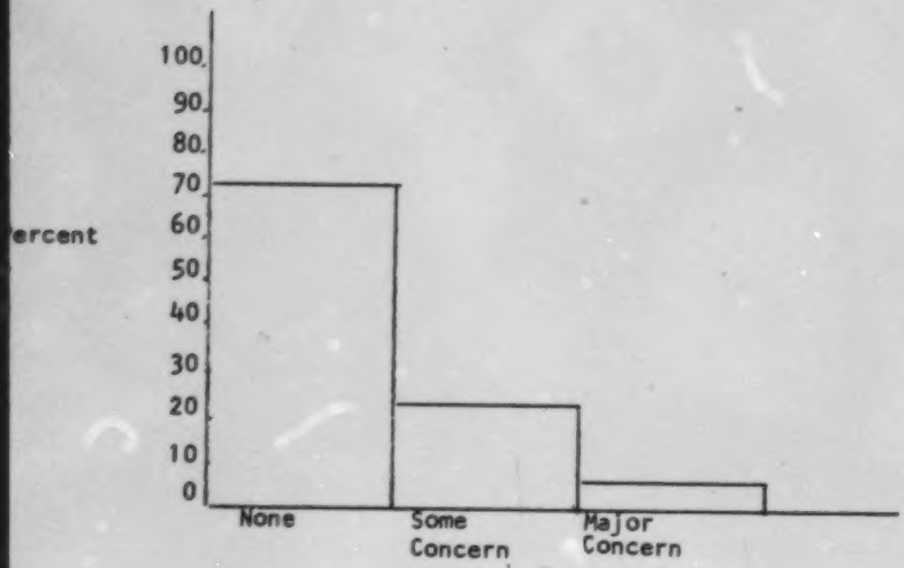
19. FULL-TIME OR PART-TIME STUDENT

TABLE 19

20. FINANCIAL CONCERN:

N	PERCENT	
360	71.3	(1) NONE (I AM CONFIDENT THAT I WILL HAVE ENOUGH MONEY)
116	23.0	(2) SOME CONCERN (I WILL PROBABLY HAVE ENOUGH MONEY)
29	5.7	(3) MAJOR CONCERN (I WILL PROBABLY NOT HAVE ENOUGH MONEY)
505	100.0	TOTAL

471 NON-RESPONDENTS (48.3%)



20. FINANCIAL CONCERN

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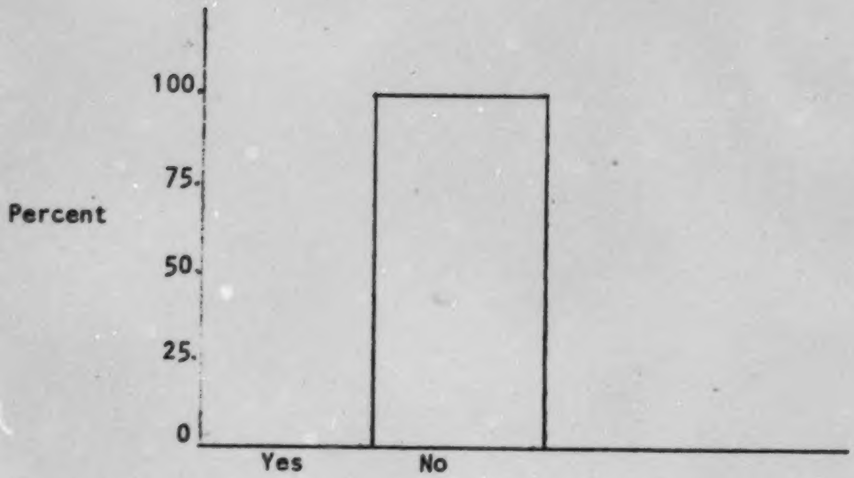
TABLE 20

11. ATTENDED THIS COLLEGE BEFORE:

N	PERCENT	
0	0	(1) YES
976	100.0	(2) NO
976	100.0	TOTAL



11. ATTENDED THIS COLLEGE BEFORE

RECOMMENDATIONS FOR FURTHER RESEARCH

By finding out what the intentions are of the new entering students, one automatically establishes baseline data from which selected random samples of students from this population can be administered at later surveys. This opens the way for a longitudinal study based on the first such random sample followed throughout the course of the data collection plan.

One further area of study not to be overlooked is the present reactions of the students already enrolled in classes. Just as the former student population was researched in the first survey, and followed by the graduates in the second survey, and continued with the new student population in the present study, one must place just as much emphasis on the current student body's attitudes and perceptions. For it is these students here and now who make up our "market", who are buying our "service", who are actively engaged in the "exchange process" of education and customer. We have to remember that our current students and our potential students are our customers buying our "product" of education. Our credibility will grow if our research and our marketing becomes student-centered or customer-centered.

Entering Student Questionnaire

Cuyahoga Community College

Eastern Campus

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS
SERIES B 1977 - b

① **Name:** *(please print)*

____
Last *First* *Middle Initial*

② **Permanent Mailing Address:**

____

____
City *State* *Zip code*

③ **Social Security Number (Student ID):**

1	2	3	4	5	6	7	8	9
☐	☐	☐	☐	☐	☐	☐	☐	☐

④ **Date:** ______ / ______ / ______
Month 10-11 Day 12-13 Year 14-15

⑤ **Campus and Location:**

____
16-17

⑥ **Sex:** (Check one)

18-
- 1 ☐ Female
- 2 ☐ Male

⑦ **Race/Ethnic Identification:** (Check one)

19-
- 1 ☐ American Indian or Alaskan Native
- 2 ☐ Asian or Pacific Islander
- 3 ☐ Black
- 4 ☐ Hispanic
- 5 ☐ White
- 6 ☐ Nonresident Alien

⑧ **Age:** (Check one)

20-
- 1 ☐ Under 18
- 2 ☐ 18 - 20 years
- 3 ☐ 21 - 24 years
- 4 ☐ 25 - 34 years
- 5 ☐ 35 - 44 years
- 6 ☐ 45 - 54 years
- 7 ☐ 55 years and over

⑨ **The following are statements that reflect the goals of many students who attend this college. Please check all the goals that apply to you.**

- 21-1 ☐ a. To get a certificate or associate degree or license
- 22-1 ☐ b. To discover my vocational interest
- 23-1 ☐ c. To prepare for a new career
- 24-1 ☐ d. To improve my knowledge and technical skills required in my present job
- 25-1 ☐ e. To increase my chances for a possible raise and/or possible promotion in my present job
- 26-1 ☐ f. To complete courses necessary to transfer to a four-year college
- 27-1 ☐ g. To learn specific skills that will enrich my daily life
- 28-1 ☐ h. To improve my ability to get along with people
- 29-1 ☐ i. To become actively involved in student life and campus activities
- 30-1 ☐ j. To increase my participation in cultural and social events
- 31-1 ☐ k. To improve my confidence in myself
- 32-1 ☐ l. To meet people
- 33-1 ☐ m. To improve my leadership skills
- 34-1 ☐ n. To complete high school (GED)
- 35-1 ☐ o. To improve my life style
- 36-1 ☐ p. Other (please specify)

____

____

⑩ **a. Check here if you will not have a major/program or or are not sure what your major/program will be.** 37-1 ☐

b. If you have an intended major/program at this college, please write it in the space below:

____

⑪ **Have you ever attended this college before?** (Check one)

38-
- 1 ☐ Yes
- 2 ☐ No

If you have attended this college before, you are now finished with the questionnaire. If you have not attended this college before, please complete the reverse side.

CONTINUED ON REVERSE SIDE

FOR OFFICE USE

⑫ **Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here?** (Check one answer for each reason)

		Not Important 1	Somewhat Important 2	Very Important 3
a. A teacher or friend advised me	43-	☐	☐	☐
b. This college has a very good academic reputation	44-	☐	☐	☐
c. Someone who had been here before advised me to go	45-	☐	☐	☐
d. This college offers the courses I'm interested in	46-	☐	☐	☐
e. This college has low cost	47-	☐	☐	☐
f. A high school guidance counselor advised me	48-	☐	☐	☐
g. I can live at home	49-	☐	☐	☐
h. An employer suggested attending	50-	☐	☐	☐
i. A representative from this college contacted me	51-	☐	☐	☐
j. I can work while I go to college	52-	☐	☐	☐
k. It was convenient to attend	53-	☐	☐	☐
l. Range of student services offered	54-	☐	☐	☐
m. A number of my friends were attending	55-	☐	☐	☐
n. I received information in the mail about this college	56-	☐	☐	☐
o. I read about this college in the newspaper	57-	☐	☐	☐
p. I heard about this college on the TV or radio	58-	☐	☐	☐
q. I saw a college catalog for this college	59-	☐	☐	☐
r. Other (please specify)	60-	☐	☐	☐

____

____

⑬ **Is this college your first choice?** (Check one)

61- 1 ☐ Yes
2 ☐ No

⑭ **Have you earned any college credits at another college since leaving high school?** (Check one)

62- 1 ☐ Yes
2 ☐ No

⑮ **Please check the appropriate box(es) for the time or times you can attend classes at this college.** (Check all that apply)

63-1 ☐ Morning
64-1 ☐ Afternoon
65-1 ☐ Evening

⑯ **Do you expect to continue every term (except summer) until you complete your goals?** (Check one)

66- 1 ☐ Yes
2 ☐ No

⑰ **What is your current employment/occupation status?** (Check one)

67- 1 ☐ Homemaker
2 ☐ Employed half-time or less
3 ☐ Employed more than half-time
4 ☐ Not in the labor market

⑱ **Do you have prior "work experience" in your intended major/program?** (Check one)

68- 1 ☐ Yes
2 ☐ No
3 ☐ Cannot answer because I do not currently have a major/program

⑲ **Do you plan to attend college *primarily* full-time or part-time?** (Check one)

69- 1 ☐ Primarily full-time (12 hours or more each semester or quarter)
2 ☐ Primarily part-time (less than 12 hours each semeste or quarter)

⑳ **Do you have any concern about you ability to finance your education at thi college?** (Check one)

70- 1 ☐ None (I am confident that I will have enough money
2 ☐ Some concern (I will probably have enough money
3 ☐ Major concern (I will probably not have enoug money)

APPENDIX B

To get the weighted rank for all items of the questions that are multiple in nature the following procedure was used:

1. A tally of each response for each category of each item.
2. The tally was multiplied by the number assigned to each response as stated on the questionnaire (for example, question no. 12 has three (3) answers for each item of the question: Not Important was given a rank of "1"; Somewhat Important was given a rank of "2"; and Very Important was given a rank of "3").
3. The number derived from no. 2 was then divided by the total number of responses for all categories involved.

EXAMPLE:

WEIGHTED RANK FOR ITEM 12d:

	DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	TOTAL
	1	2	3	
n	63	126	589	778
n x 1 n x 2 n x 3	63	252	1767	2082

$$\frac{\text{TOTAL OF } n \times 1,\ n \times 2,\ n \times 3}{\text{TOTAL OF } n \text{ (responses)}} = \frac{2082}{778} = 2.68$$

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A STUDENT PROFILE OF BEDFORD AND BRUSH STUDENTS ENROLLED AT THE EASTERN CAMPUS FOR FALL 1977

GARY R. TARTAGLIA
OFFICE OF THE CAMPUS PRESIDENT

CUYAHOGA COMMUNITY COLLEGE
EASTERN CAMPUS

DECEMBER, 1977

INTRODUCTION

This is an attempt to survey the student body at the Eastern Campus of Cuyahoga Community College who are enrolled in courses at our two (2) satellite centers, Bedford and Brush, for the Fall quarter, 1977. We want to obtain a "student profile" in terms of selected demographic characteristics in order to determine if there is any difference between the student who attends the satellite centers and those who enroll for classes at the main campus of the Eastern Campus.

LIMITATIONS

The major methodological limitation of this survey is that the stratified random sampling technique was used. As long as this sample was representative of the various subgroups within the population it can achieve reliability and validity for each strata of the population. When this occurs, the sample of the various stratified groups takes the same proportion of units from each group, which means that each unit in the universe has the same (or known) probability of being chosen.

DATA COLLECTION

A sample size of one-hundred (100) students was selected for this study on the Bedford and Brush satellites. For each center, the student enrollment duplicated was determined; then from this, the student enrollment, unduplicated, was determined. Then, by using a stratified random sampling method, we arrived at representative samples from both Bedford and Brush. This representative sample focused on two key factors in order to determine its reliability and validity: (1) proportion of students enrolled at Bedford as compared to students enrolled at Brush; and (2) proportion of students enrolled at each satellite by sex. Through secondary analysis of the data, Bedford's population of 433 was represented by a sample size of 54, proportionally distributed according to sex; Brush's population of 368 was represented by a sample size of 46 students, also proportionally distributed according to sex.

FINDINGS

The "student profile" of Eastern Campus' students who are enrolled for courses at Bedford and Brush is presented in this section. The student profile includes students' sex, age, full-time/part-time status, the ratio of the number of courses enrolled at the site to the number of courses enrolled at the main campus of Eastern, the rank-order of the courses taken, and the geographic, residential location.

SEX OF THE STUDENTS

Table 1 shows the proportion of the satellite students by gender at each off-campus site separately and then combined together for a composite. Notice that Bedford's female/male ratio is almost equal, while Brush's population is predominantly female.

AGE AND SEX CORRELATIONS

Table 2 illustrates correlations between the students' sex and their age for each off-campus satellite and a composite of both together. Notice that the largest number of students at both centers is the 25-34 year-olds.

ENROLLMENT STATUS

Table 3 shows that the vast majority of Eastern's satellite students, both at Bedford and Brush, are enrolled part-time, as expected. When a composite is compiled for both satellite centers, we see that 90 percent of the students are enrolled primarily part-time.

PERMANENT MAILING ADDRESS

Table 4 shows the rank order of the students' mailing address by zip code and city. Notice that each satellite draws students mainly from nearby cities. Cross-overs from the two distinct geographic locations is minimal.

COURSES TAKEN AT THE SATELLITES

Table 5 illustrates the rank order of the courses taken at the satellites. Notice that real estate, accounting, and business administration courses in general at both centers were heavily enrolled.

CAMPUS/SITE RATIOS

Table 6 illustrates the various Eastern Campus/Satellite ratios for both Bedford and Brush. The minority of the satellite students (29 percent at Bedford and 19 percent at Brush) enrolled for courses both at the Eastern Campus *and* at the sites. The vast majority of the students (71 percent at Bedford and 81 percent at Brush) enrolled for courses at the satellite *only*. A composite of both satellites shows that three-quarters of the sample (76 percent) took courses at the satellite only.

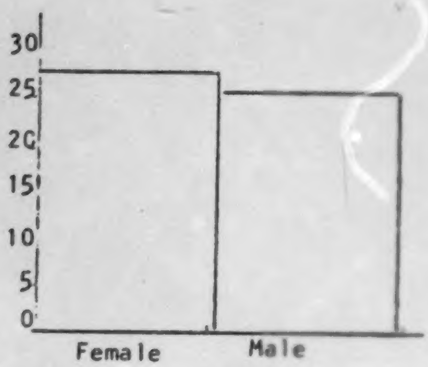
TABLE 1

SEX

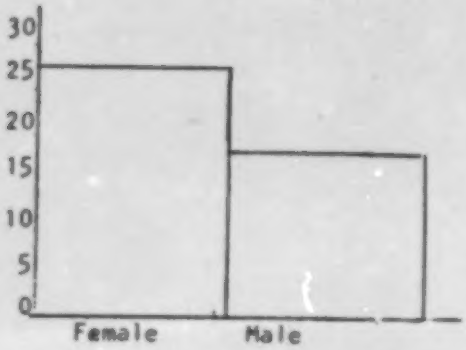
SEX:

BEDFORD N	BEDFORD PERCENT	BRUSH N	BRUSH PERCENT	
28	52	27	59	(1) FEMALE
26	48	19	41	(2) MALE
54	100	46	100	TOTAL

BEDFORD



BRUSH



COMPOSITE

N	PERCENT	
55	55	(1) FEMALE
45	45	(2) MALE
100	100	TOTAL

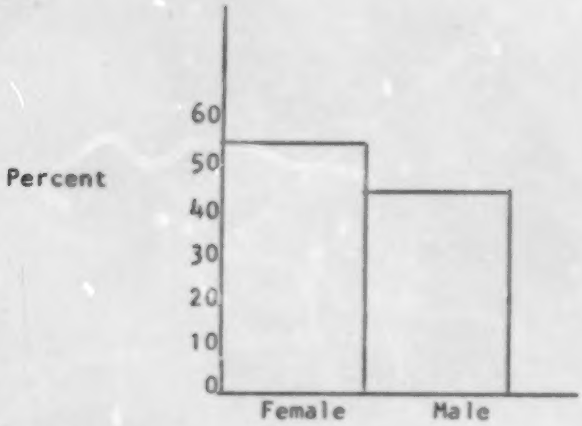


TABLE 2

ANALYSIS OF BEDFORD AND BRUSH STUDENTS BY AGE AND SEX CORRELATIONS

BEDFORD

SEX

		MALE	FEMALE	TOTAL
AGE	UNDER 18	0	0	0
	18-20 YEARS	3	5	8
	21-24 YEARS	8	4	12
	25-34 YEARS	11	10	21
	35-44 YEARS	1	6	7
	45-54 YEARS	1	3	4
	55 YEARS +	0	0	0
	NO AGE SHOWN	2	0	2
	TOTAL	26	28	54

BRUSH

SEX

		MALE	FEMALE	TOTAL
AGE	UNDER 18	0	0	0
	18-20 YEARS	2	2	4
	21-24 YEARS	6	2	8
	25-34 YEARS	5	7	12
	35-44 YEARS	2	5	7
	45-54 YEARS	2	7	9
	55 YEARS +	1	2	3
	NO AGE SHOWN	1	2	3
	TOTAL	19	27	46

COMPOSITE

SEX

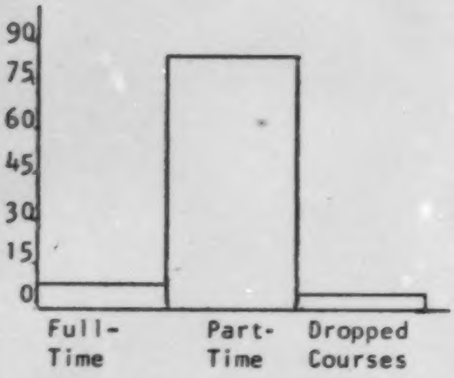
		MALE	FEMALE	TOTAL
AGE	UNDER 18	0	0	0
	18-20 YEARS	5	7	12
	21-24 YEARS	14	6	20
	25-34 YEARS	16	17	33
	35-44 YEARS	3	11	14
	45-54 YEARS	3	10	13
	55 YEARS +	1	2	3
	NO AGE SHOWN	3	2	5
	TOTAL	45	55	100

TABLE 3

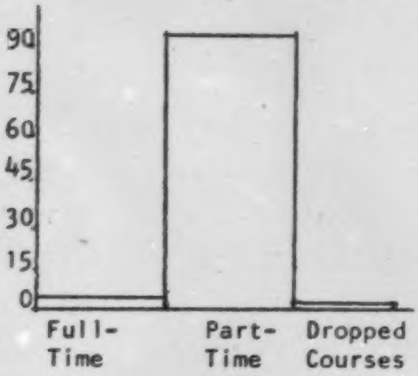
FULL-TIME OR PART-TIME STUDENT:

BEDFORD		BRUSH		
N	PERCENT	N	PERCENT	
4	7	2	4	(1) PRIMARILY FULL-TIME (12 HOURS OR MORE EACH QUARTER)
47	87	43	93	(2) PRIMARILY PART-TIME (LESS THAN 12 HOURS EACH QUARTER)
3	6	1	3	(3) ZERO (0) HOURS (DROPPED COURSES AT SITE)
54	100	46	100	TOTAL

BEDFORD



BRUSH



COMPOSITE

N	PERCENT	
6	6	(1) PRIMARILY FULL-TIME (12 HOURS OR MORE EACH QUARTER)
90	90	(2) PRIMARILY PART-TIME (LESS THAN 12 HOURS EACH QUARTER)
4	4	(3) ZERO (0) HOURS (DROPPED COURSES AT SITE)
100	100	TOTAL

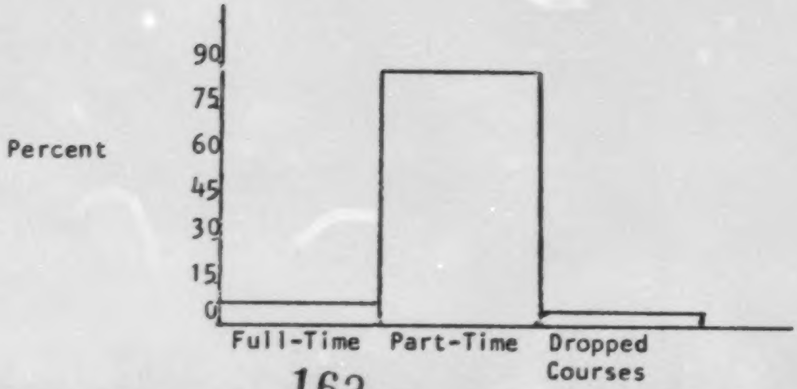


TABLE 4

ANALYSIS OF ITEMS BY RANK ORDER OF PERMANENT MAILING ADDRESS - BEDFORD SATELLITE

ZIP CODE	CITY	N	MALE	FEMALE	RANK ORDER
44146	BEDFORD	8	4	4	1
44146	BEDFORD HEIGHTS	5	2	3	2
44137	MAPLE HEIGHTS	5	3	2	2
44125	GARFIELD HEIGHTS	4	3	1	4
44087	TWINSBURG	3	2	1	5
44124	MAYFIELD HEIGHTS	3	2	1	5
44139	SOLON	3	1	2	5
44046	NORTHFIELD	2	1	1	8
44128	WARRENSVILLE HEIGHTS	2	1	1	8
44202	AURORA	2	0	2	8
44105	CLEVELAND	2	0	2	8
44118	CLEVELAND HEIGHTS	1	0	1	12
44143	RICHMOND HEIGHTS	1	1	0	12
44121	EUCLID	1	0	1	12
44056	MACEDONIA	1	0	1	12
44128	CLEVELAND	1	1	0	12
44264	PENINSULA	1	0	1	12
44105	GARFIELD	1	1	0	12
44146	OAKWOOD VILLAGE	1	0	1	12
44128	WARRENSVILLE TOWNSHIP	1	0	1	12
44022	CHAGRIN FALLS	1	0	1	12
44118	UNIVERSITY HEIGHTS	1	1	0	12
44125	VALLEY VIEW	1	1	0	12
44104	CLEVELAND	1	0	1	12
NO ADDRESS RECORDED		2	—	—	
TOTAL BEDFORD		54	24	28	

BRUSH SATELLITE

ZIP CODE	CITY	N	MALE	FEMALE	RANK ORDER
44121	SOUTH EUCLID	13	2	11	1
44124	LYNDHURST	4	1	3	2
44124	MAYFIELD HEIGHTS	3	0	3	3
44121	CLEVELAND HEIGHTS	3	1	2	3
44118	CLEVELAND HEIGHTS	3	0	3	3
44123	EUCLID	2	0	2	6
44110	CLEVELAND	2	2	0	6
44132	EUCLID	2	1	1	6
44143	HIGHLAND HEIGHTS	2	1	1	6
44112	CLEVELAND HEIGHTS	2	1	1	6
44143	RICHMOND HEIGHTS	2	1	1	6
44117	EUCLID	1	0	1	12
44236	HUDSON	1	1	0	12
44146	BEDFORD	1	1	0	12
44128	NORTH RANDALL	1	1	0	12
44128	CLEVELAND	1	1	0	12
44122	CLEVELAND	1	1	0	12
44124	PEPPER PIKE	1	1	0	12
44122	SHAKER HEIGHTS	1	1	0	12
TOTAL BRUSH		46	17	29	

TABLE 5

ANALYSIS OF ITEMS BY RANK ORDER OF COURSES TAKEN AT SATELLITES

COURSE	N	MALE	FEMALE	DROP	RANK ORDER
BEDFORD					
REAL ESTATE PRINCIPLES & PRACTICES I	8	2	5	1	1
INTRO TO HUM: MAN AS N INDIVIDUAL	6	4	0	2	2
COLLEGE COMPOSITION	6	4	2		2
PRINCIPLES OF ACCOUNTING (121)	6	1	5		2
CRIMINAL LAW	4	2	2		5
GENERAL PSYCHOLOGY	4	2	2		5
INTRODUCTION TO BUSINESS	4	2	2		5
FUNDAMENTALS OF INTERPERSONAL COMM.	4	1	3		5
INTRODUCTION TO LAW ENFORCEMENT	3	2	1		9
PATROL PROCEDURES	3	2	1		9
MARRIAGE AND FAMILY LIFE	3	2	1		9
ESSENTIALS OF WRITTEN COMPOSITION	3	1	2		9
REAL ESTATE LAW	3	3	0		9
CONSUMER FINANCE	2	2	0		14
POLICE ADMINISTRATION	2	1	1		14
REAL ESTATE PRINCIPLES & PRACTICES II	2	1	1		14
HUMAN RELATIONS IN BUSINESS	2	2	0		14
BUSINESS MATH	2	0	2	–	14
BEDFORD TOTAL	67	35	29	3	
BRUSH					
PRINCIPLES OF ACCOUNTING (121)	12	3	8	1	1
REAL ESTATE PRINCIPLES & PRACTICES I	7	4	3		2
REAL ESTATE LAW	7	4	3		2
BUSINESS MATH	5	1	4		4
PRINCIPLES OF BANK OPERATIONS	3	1	2		5
GENERAL PSYCHOLOGY	3	1	2		5
BANK MANAGEMENT	2	1	1		7
HOME MORTGAGE LENDING	2	1	1		7
INTRODUCTION TO BUSINESS	2	1	1		7
BUSINESS LAW	2	1	1		7
INTRODUCTION TO PHILOSOPHY	2	1	1		7
INTRO TO HUM: MAN AND SOCIETY	2	1	1		7
REAL ESTATE FINANCING	2	1	1		7
INTRODUCTION TO SOCIAL SCIENCE	1	0	1		14
WRITTEN COMMUNICATIONS	1	0	1		14
COLLEGE COMPOSITION	1	0	1	–	14
BRUSH TOTAL	54	21	32	1	

ANALYSIS OF NUMBER OF COURSES TAKEN AT SITES PER STUDENT

	ONE COURSE	TWO COURSES
BEDFORD	38	15
BRUSH	34	10

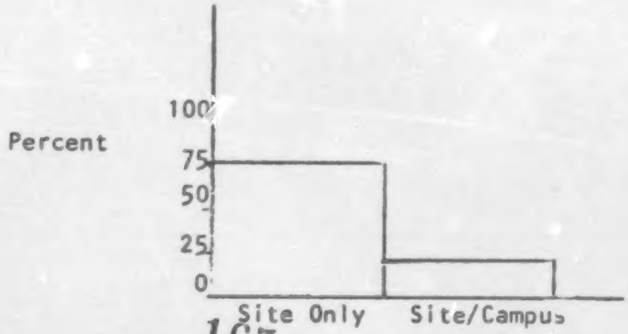
TABLE 6

EASTERN CAMPUS/SITE RATIOS

BEDFORD N	BEDFORD PERCENT	BRUSH N	BRUSH PERCENT	
6	11			(1) One Course at Eastern/ One Course at Bedford
3	6			(2) Two Courses at Eastern/ One Course at Bedford
2	4			(3) One Course at Eastern/ Two Courses at Bedford
1	2			(4) Two Courses at Eastern/ Two Courses at Bedford
1	2			(5) Three Courses at Eastern/ Two Courses at Bedford
1	2			(6) One Course at Bedford/ Three Courses at Western
1	2			(7) One Course at Bedford/ Three Courses at Brush
		4	9	(8) One Course at Eastern/ One Course at Brush
		1	2	(9) Three Courses at Eastern/ One Course at Brush
		1	2	(10) Four Courses at Eastern/ One Course at Brush
		1	2	(11) One Course at Eastern/ Two Courses at Brush
		1	2	(12) One Course at Eastern/ One Course at Metro/One Course at Brush
		1	2	(13) One Course at Metro/One Course at Brush
15	29	9	19	SUB TOTAL CAMPUS/SITE RATIOS
39	71	37	81	SUB TOTAL SITE ONLY
54	100	46	100	TOTAL REPRESENTATIVE SAMPLE

COMPOSITE

N	PERCENT	
24	24	(1) EASTERN CAMPUS STUDENTS ALSO TAKING COURSES AT SATELLITES AND/OR METRO CAMPUS AND/OR WESTERN CAMPUS
76	76	(2) EASTERN CAMPUS STUDENTS ONLY TAKING COURSE(S) AT SITE(S)
100	100	TOTAL



SUMMARY AND CONCLUSIONS

SUMMARY

A "student profile" was obtained from students enrolled in courses at Bedford and Brush, our two satellite centers, by means of a stratified random sample of 100 students.

It appears from this study that the "student profile" of our satellite students is very similar to our "student profile" of our students enrolled at the main campus of the Eastern Campus. That is, more females than males were enrolled; the largest number in the age categories were the 25-34 year-olds; most were enrolled on a part-time basis, living physically near the satellite; business courses and real estate courses were heavily favored subjects enrolled in; and finally, the vast majority of the students were enrolled for courses at the satellite only vis-a-vis enrolled for courses at the satellite and the main campus.

CONCLUSIONS

Now that we have a student profile of our satellite students, certain policy questions have to be asked by the decision-makers. The research seems to focus on three areas of future concerns which can be summarized into the form of questions. These questions are as stated:

1. Should our outreach philosophy of offering courses at satellite centers continue, and if so, in what form?

2. Do we have enough satellite centers and are they located in areas where our target populations reside?

3. Are we offering the appropriate curriculum at the satellites?

FORMER STUDENT
QUESTIONNAIRE SURVEY

GARY R. TARTAGLIA
OFFICE OF THE CAMPUS PRESIDENT

CUYAHOGA COMMUNITY COLLEGE
EASTERN CAMPUS

FEBRUARY, 1978

ABSTRACT

The 354 students who participated in this study appear to constitute a sample of students that is representative of the Cuyahoga Community College, Eastern Campus, former student population enrolled Fall, 1976, but not Winter, 1977.

Of the respondents, 73 percent were females and 27 percent were males. Almost three-fourths of the students (73 percent) indicated that they did not have a major/program at Eastern; while the remaining 27 percent of the students indicated nine (9) major/program areas with Business accounting for the highest number, 33, or 36 percent.

Of those former students responding, 23 percent were black students and 76 percent were white students. Two students were either American Indian or Alaskan Native and one student was Asian or Pacific Islander. The predominant age group presented in the responses was the 25-34 year olds, which accounted for 37 percent of the respondents. Ninety-five percent of the respondents were in the non-traditional student age category of 21-55 years old, compared to five percent in the traditional 18-20 age category.

Thirty-three percent of the respondents indicated that they were enrolled here for four or more quarters before they left the campus. The majority, ninety (90) percent of the respondents, consider themselves primarily part-time students, while only ten (10) percent considered themselves full-time students. When asked to state their reasons for not returning to the Campus, the largest number of respondents, 14 percent, indicated that they are still enrolled or have returned; 12 percent indicated scheduling conflict between job and studies; 11 percent indicated illness or personal responsibilities; and nine percent indicated that they had transferred to a four-year college, nursing school or vocational school.

When asked to specify how much help your experiences at this college helped in reaching other goals than specified in section 10, the overwhelming write-in response was; to stimulate my thinking and broaden my knowledge. Most of these people indicated that they were not the traditional age college student, rather that they were developing interests to be able to cope better with later years.

In response to the question about reasons that influenced students decisions not to return to our college this term, the theme running throughout the responses was the scheduling and inavailability of courses. Forty-seven percent of the respondents indicated that they plan to reenroll at this college within six months.

In terms of geographic residency of the former students, 61 percent of them live in the North-East part of the county, which houses the oldest population in the county, and 22 percent of the former students live in the South-East part of the county, which contains a young population.

Within the rank order of former students' mailing addresses and draw zones a clear pattern emerged. The top 16 municipalities and zip codes all are within a four-mile radius of Cuyahoga Community College Eastern Campus, with eleven of the municipalities in Draw Zone VI, four of the municipalities in Draw Zone V, and one municipality in Draw Zone I.

ABSTRACT (continued)

Seventy percent of the respondents indicated that they are employed more than half-time. Forty-seven percent of the respondents plan to re-enroll at this college within six months.

Finally, in terms of race and sex correlations, the following profile can be said of our former students: the majority of our respondents (56 percent) were white females; in descending order followed white males (20 percent); followed by black females (17 percent); and finally, black males (7 percent).

Most of the females were in the 25-34 year-old age category, followed by the 21-24 years-old age category. The 35-44 years-old age category followed closely in third place. For men, 43 percent came from the 25-34 years-old age category. By combining age, race, and sex, one sees that the former student age groups in descending order are:

White Females	25-34 years	65
White Females	21-24 years	39
White Females	35-44 years	31
White Males	25-34 years	30
White Females	45-54 years	29
Black Females	25-34 years	22
White Females	55 years & over	21
White Males	21-24 years	17
Black Females	35-44 years	14
Black Males	25-34 years	12
White Females	18-20 years	10
Black Females	21-24 years	9
Black Females	45-54 years	7
White Males	35-44 years	7
White Males	45-54 years	7
White Males	55 years & over	7
Black Males	35-44 years	6
Black Females	18-20 years	4
Black Males	21-24 years	2
Black Males	45-54 years	2
White Males	18-20 years	2
Black Females	55 years & over	1
American Indian or Alaskan Native Females	21-24 years	1
Asian or Pacific Islander Females	35-44 years	1
American Indian or Alaskan Native Males	21-24 years	1
No Race/Ethnic or No Age Identification		7
Total Number of Former Students		354

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INTRODUCTION

This is a fourth attempt in a series to survey the student body at the Eastern Campus of Cuyahoga Community College to find out how satisfied they were with their experiences at this college and the extent to which the college helped the students reach personal goals, and the reason for leaving the college.

Former Student Questionnaires were distributed by a stratified random sampling technique to students who attended Eastern Campus Fall, 1976, but not Winter, 1977.

PURPOSE

The purpose of this study was to determine the opinions of former students relative to their experiences at the Eastern Campus of Cuyahoga Community College. There were several areas in which the students' opinions and ideas were solicited. The areas can best be defined by four basic questions about the former student body. This study has attempted to answer these questions:

1. How much help did the students' experiences at this college give in reaching selected personal goals?

2. Within the categories of academic, employment, financial, and personal reasons, why did the students leave Eastern Campus?

3. How satisfied were the students with their experiences in overall instruction and courses?

4. How satisfied were the students with the individual college services?

A secondary purpose for the Former Student Questionnaire was the idea of a self-study document. It was our intended purpose to study our own student body to find out what our students felt about their learning environment. This would impact the campus planning process once it was established what the students' needs were.

A third purpose for the issuance of the Former Student Questionnaire pertained to recruitment. It was our intention to give the former students an opportunity to voice their goals, reasons for not returning to our college, and satisfaction with experiences at the college. This student imput and feedback, we hoped, would be an aid in the recruitment process.

LIMITATIONS

The major methodological limitation of this survey is that the stratified random sampling technique was used. As long as this sample was representative of the various subgroups within the population it can achieve reliability and validity for each strata of the population. When this occurs, the sample of the various stratified groups takes the same proportion of units from each group, which means that each unit in the universe has the same (or known) probability of being chosen.

A further methodological limitation of this survey is that the campus population of former students is biased. This means that any generalizations arrived from the study should be interpreted as applicable only to Eastern Campus students responding to the questionnaire. One aim of every survey is to be able to generalize from returned responses to the entire population of students of interest. As significant numbers of surveyed students fail to respond, response bias occurs and the ability to reliably generalize to the entire population on the basis of returned questionnaire deteriorates. Generally, response bias operates such that those who complete questionnaires will be more positive toward the school and have stronger opinions than those who fail to respond. The bias of the former student population will be looked at in the following section on data collection.

DATA COLLECTION

A one-page questionnaire developed and test-marketed nationwide for two-year college students by the National Center for Higher Education Management Systems (NCHEMS) was used (see Appendix A). This questionnaire, with the logo of the college printed on, satisfied our desire for demographic and attitudinal experiences of Eastern Campus Former Students.

The questionnaires were distributed in late Fall, 1977. All students who were identified by the college computer center as attending Eastern Campus the Fall of 1976, but not the Winter of 1977 were sent a questionnaire: Of the 1863 students who made up the total population, a stratified random sample of 864 students was chosen. This sample was stratified by the sex of the student and by the zip code of the student. From this stratified random sample of 864, 354 Former Student Questionnaires were returned, for a response rate of 41 percent. The 354 responses were tested for representativeness by sex and zip code and were found to have content validity and thus reliability. That is, the 354 respondents, making up our sample, represented the total population of 1863 students.

Follow-up was conducted in the form of sending the identical questionnaire and cover letter plus a reminder to respond to the questionnaire (in the form of a cartoon figure) and a sharpened pencil enclosed inside the envelope. This activity proved to be valuable in increasing the response rate.

FINDINGS

The degree of satisfaction with the instruction and courses, the degree of satisfaction with college services, the reasons for leaving the college, and the effect of the college on helping students achieve personal goals are presented in this section. Each of the four above-mentioned variables are represented by a table with a weighted rank and percentages of respondents' answers. The remaining demographic variables in the questionnaire are represented by a percentage table only. This data is intended for descriptive purposes only.

DEGREE OF SATISFACTION

The degree of satisfaction the former students had overall with instruction and courses will be discussed first before the degree of satisfaction with college services.

Table 1 shows how former students responded to the question, "How satisfied are you with your experiences at this college in each of the following areas?" Both the overall quality of instruction and the overall impression of the college were ranked high by the respondents, while the availability of needed courses was ranked the lowest, indicating the greatest degree of dissatisfaction.

The percentages of respondents and of non-respondents are also illustrated here. The percentage of the respondents equal 100 percent, for percentages of each questionnaire item were calculated using the total number of actual respondents as opposed to the 354 returned questionnaires. For example, item "e" had a 9 percent non-response rate; this means that only 91 percent of the respondents answered this item of the question. The non-respondent column indicates the percentage of questionnaire item left blank on the returned questionnaires. This format will be followed for the remaining tables used in this survey.

TABLE 1

16. ANALYSIS OF ITEMS BY WEIGHTED RANKS OF RESPONDENTS AND PERCENT RESPONSE TO THE QUESTION: HOW SATISFIED ARE YOU WITH YOUR EXPERIENCES AT THIS COLLEGE IN EACH OF THE FOLLOWING AREAS?

ITEMS	RANKING		PERCENT OF RESPONDENTS			PERCENT OF NON-RESPONDENTS
	RANK ORDER	WEIGHTED RANK *	DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	
b. THE OVERALL QUALITY OF INSTRUCTION	1	2.41	7	46	47	7
a. MY OVERALL IMPRESSION OF THIS COLLEGE	2	2.40	4	51	45	6
e. THE ACCESIBILITY OF INSTRUCTORS	3	2.39	7	47	46	9
g. IF APPLICABLE, MY OVERALL IMPRESSION OF COURSES IN MY MAJOR/PROGRAM	4	2.33	9	48	43	40
f. HELPFULNESS OF INSTRUCTORS IN ASSISTING ME WITH CAREER PLANS	5	2.28	13	46	41	18
d. CONVENIENCE OF TIMES COURSES WERE OFFERED	6	2.14	21	45	34	8
c. AVAILABILITY OF NEEDED COURSES	7	2.08	23	46	31	11

*NOTE: ASSUMING 1.0 = DISSATISFIED, 2.0 = SOMEWHAT SATISFIED, 3.0 = VERY SATISFIED

DEGREE OF SATISFACTION WITH COLLEGE SERVICES

Table 2 illustrates how former students responded to the question, "How satisfied were you with each of the college services listed below?" Ranked highest by the respondents of all college services was "Testing Services". Also ranking high were "Reading, Writing, Math Skills Improvement", the "Library", and "Admissions Office Information". Notice that the "Cafeteria" and "Recreation and Athletic Programs" were ranked lowest, indicating dissatisfaction.

TABLE 2

17. ANALYSIS OF ITEMS BY WEIGHTED RANKS OF RESPONDENTS AND PERCENTAGE RESPONSE TO THE QUESTION: HOW SATISFIED WERE YOU WITH EACH OF THE COLLEGE SERVICES LISTED BELOW?

ITEMS	RANKING		PERCENT OF RESPONDENTS					PERCENT OF NON-RESPONDENTS
	RANK ORDER	WEIGHTED RANK *	NEVER USED THE SERVICE	THIS SERVICE NOT AVAILABLE	DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	
j. TESTING SERVICES	1	2.63	76	0	0	9	15	10
r. MINORITY AFFAIRS OFFICE	2	2.57	97	1	0	1	1	10
i. READING, WRITING, MATH SKILLS IMPROVEMENT	3	2.56	81	0	1	7	11	9
n. LIBRARY	4	2.53	39	0	3	23	35	9
a. ADMISSIONS OFFICE INFORMATION	5	2.39	23	1	9	29	38	8
o. HEALTH CENTER	6	2.36	92	3	1	2	2	10
b. REGISTRATION	7	2.35	6	1	14	34	45	9
q. COLLEGE CULTURAL PROGRAMS	7	2.35	92	1	1	3	3	11
f. ACADEMIC ADVISING (FACULTY)	9	2.33	76	0	3	10	11	10
h. GUIDANCE AND COUNSELING SERVICES	10	2.32	64	1	5	14	16	10
k. CAREER DEVELOPMENT	11	2.30	83	1	2	7	7	10
g. ACADEMIC ADVISING (COUNSELORS)	12	2.22	62	0	8	14	16	10
c. FINANCIAL AID OFFICE	13	2.20	87	0	3	4	6	9
d. STUDENT EMPLOYMENT SERVICES WHILE ATTENDING COLLEGE	14	2.06	87	1	4	3	5	10

TABLE 2 (continued)

17. ANALYSIS OF ITEMS BY WEIGHTED RANKS OF RESPONDENTS AND PERCENTAGE RESPONSE TO THE QUESTION: HOW SATISFIED WERE YOU WITH EACH OF THE COLLEGE SERVICES LISTED BELOW?

ITEMS	RANKING		PERCENT OF RESPONDENTS					PERCENT OF NON-RESPONDENTS
	RANK ORDER	WEIGHTED RANK *	NEVER USED THE SERVICE	THIS SERVICE NOT AVAILABLE	DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	
p. HOUSING FACILITIES	15	1.88	92	5	1	1	1	10
e. JOB PLACEMENT OFFICE AFTER COLLEGE	16	1.80	96	0	2	1	1	10
l. CAFETERIA	17	1.79	46	1	18	28	7	10
m. RECREATION AND ATHLETIC PROGRAMS	18	1.67	90	1	4	3	2	10

*NOTE: ASSUMING 1.0 = DISSATISFIED, 2.0 = SOMEWHAT SATISFIED, 3.0 = VERY SATISFIED

REASONS FOR LEAVING THE COLLEGE - PART ONE

Table 3 shows how the respondents rank-ordered Academic, Employment, Financial, and Personal Reasons why a student might leave college. Notice the highest ranking item is, "Scheduling Conflict Between Job and Studies". Even though the weighted rank for this item was only a 1.70 out of a possible 3.00, notice that this item also had the highest percent of respondents claiming it to be a major reason (25%) relative to the other items listed. The reason least claimed by the respondents to be a reason for leaving the college was, " Accepted A Job". An approximate rate of item non-respondents was 17 percent.

TABLE 3

14. ANALYSIS OF ITEMS BY WEIGHTED RANKS OF RESPONDENTS AND PERCENT TO THE QUESTION: LISTED BELOW ARE SOME ACADEMIC, EMPLOYMENT, FINANCIAL, AND PERSONAL REASONS WHY A STUDENT MIGHT LEAVE COLLEGE. TO WHAT EXTENT ARE THESE YOUR REASONS FOR LEAVING THIS COLLEGE?

ITEMS	RANKING		PERCENT OF RESPONDENTS			PERCENT OF NON-RESPONDENTS
	RANK ORDER	WEIGHTED RANK*	NOT A REASON	MODERATE REASON	MAJOR REASON	
j. SCHEDULING CONFLICT BETWEEN JOB AND STUDIES	1	1.70	56	19	25	15
t. HOME RESPONSIBILITIES WERE TOO GREAT	2	1.54	63	20	17	15
b. MAJOR OR COURSES NOT AVAILABLE AT THIS COLLEGE	3	1.53	68	12	20	17
s. FOUND STUDY TOO TIME-CONSUMING	4	1.38	72	19	9	14
a. NEEDED A TEMPORARY BREAK FROM STUDIES	5	1.36	73	18	9	15
n. NOT ENOUGH MONEY TO GO TO COLLEGE	6	1.29	80	11	9	14
d. UNSURE ABOUT MY CHOICE OF MAJOR	7	1.28	77	18	5	16
v. PERSONAL PROBLEMS	7	1.28	82	7	11	17
w. FULFILLED MY PERSONAL EDUCATIONAL GOALS	7	1.28	82	8	10	18
i. DISSATISFIED WITH QUALITY OF TEACHING	10	1.22	85	9	6	16
h. INADEQUATE STUDY TECHNIQUES OR HABITS	11	1.19	85	10	5	16
u. ILLNESS, PERSONAL OR FAMILY	12	1.17	90	4	6	16
x. MARITAL SITUATION CHANGED MY EDUCATIONAL PLANS	13	1.14	91	3	6	16
e. COURSE WORK NOT CHALLENGING	14	1.13	91	5	4	17
c. DISSATISFACTION WITH MAJOR DEPARTMENT	15	1.11	93	3	4	17

TABLE 3 (continued)

14. ANALYSIS OF ITEMS BY WEIGHTED RANKS OF RESPONDENTS AND PERCENT TO THE QUESTION: LISTED BELOW ARE SOME ACADEMIC, EMPLOYMENT, FINANCIAL, AND PERSONAL REASONS WHY A STUDENT MIGHT LEAVE COLLEGE. TO WHAT EXTENT ARE THESE YOUR REASONS FOR LEAVING THIS COLLEGE?

ITEMS	RANKING		PERCENT OF RESPONDENTS			PERCENT OF NON-RESPONDENTS
	RANK ORDER	WEIGHTED RANK*	NOT A REASON	MODERATE REASON	MAJOR REASON	
y. MOVED OUT OF THE AREA	16	1.10	93	4	3	16
z. CHILD CARE NOT AVAILABLE	16	1.10	94	2	4	17
f. LOW GRADES	18	1.09	93	5	2	17
q. CHILD CARE TOO COSTLY	18	1.09	94	3	3	16
g. FOUND COURSES TOO DIFFICULT	20	1.07	96	2	2	17
o. APPLIED, BUT COULD NOT OBTAIN FINANCIAL AID	21	1.06	96	2	2	17
p. FINANCIAL AID WAS NOT SUFFICIENT	21	1.06	96	2	2	17
m. COULDN'T FIND A JOB WHILE IN COLLEGE	23	1.05	97	2	1	19
l. WENT INTO MILITARY SERVICE	24	1.03	99	0	1	20
r. THIS COLLEGE WAS TOO EXPENSIVE	24	1.03	98	1	1	17
k. ACCEPTED A JOB	26	.98	80	7	13	18

*NOTE: ASSUMING 1.0 = NOT A REASON, 2.0 = MODERATE REASON, 3.0 = MAJOR REASON

REASONS FOR LEAVING THE COLLEGE - PART TWO

Table 4 shows what reasons former students had for leaving the college. After certain reasons were stated why students leave college, the former students were asked to state their reasons for leaving the college. Notice that the item ranked first by the respondents as a reason for leaving the college was "Home Responsibilities Were Too Great"; the item ranked second was "Scheduling Conflict Between Job and Studies; the item ranked third "Major Or Courses Not Available At This College". Economic reasons were least important reasons for not returning to this college as illustrated by the lowest-ranked items on this table.

TABLE 4

15. LOOKING AT THE LIST OF QUESTIONS IN SECTION NO. 14, PLEASE SELECT THE THREE MOST IMPORTANT REASONS WHY YOU DID NOT RETURN TO OUR COLLEGE THIS TERM.

ITEMS	RANK	TOTAL (number)
t. HOME RESPONSIBILITIES WERE TOO GREAT	1	89
j. SCHEDULING CONFLICT BETWEEN JOB AND STUDIES	2	81
b. MAJOR OR COURSES NOT AVAILABLE AT THIS COLLEGE	3	74
s. FOUND STUDY TOO TIME-CONSUMING	4	53
w. FULFILLED MY PERSONAL EDUCATIONAL GOALS	5	51
a. NEEDED A TEMPORARY BREAK FROM STUDIES	6	45
d. UNSURE ABOUT MY CHOICE OF MAJOR	7	43
n. NOT ENOUGH MONEY TO GO TO COLLEGE	8	41
v. PERSONAL PROBLEMS	9	38
f. DISSATISFIED WITH QUALITY OF TEACHING	10	36
k. ACCEPTED A JOB	11	28
u. ILLNESS, PERSONAL OR FAMILY	12	20
z. CHILD CARE NOT AVAILABLE	12	20
x. MARITAL SITUATION CHANGED MY EDUCATIONAL PLANS	12	20
c. DISSATISFACTION WITH MAJOR DEPARTMENT	15	18
e. COURSE WORK NOT CHALLENGING	16	16
y. MOVED OUT OF THE AREA	17	15
h. INADEQUATE STUDY TECHNIQUES OR HABITS	18	10
o. APPLIED, BUT COULD NOT OBTAIN FINANCIAL AID	19	5
p. FINANCIAL AID WAS NOT SUFFICIENT	20	4
g. FOUND COURSES TOO DIFFICULT	20	4
q. CHILD CARE TOO COSTLY	22	3

TABLE 4 (continued)

15. LOOKING AT THE LIST OF QUESTIONS IN SECTION NO. 14, PLEASE SELECT THE THREE MOST IMPORTANT REASONS WHY YOU DID NOT RETURN TO OUR COLLEGE THIS TERM.

ITEMS	RANK	TOTAL (number)
f. LOW GRADES	22	3
r. THIS COLLEGE WAS TOO EXPENSIVE	24	2
l. WENT INTO MILITARY SERVICE	25	0
m. COULDN'T FIND A JOB WHILE IN COLLEGE	25	0

THE EFFECT OF THE COLLEGE ON HELPING STUDENTS ACHIEVE PERSONAL GOALS

Table 5 shows how former students responded to the question, "How much help did your experiences at this college give you in reaching each of the goals listed below?" The respondents felt the college was least help in "increasing my participation in cultural and social events," "to become actively involved in student life and campus activities," and "to complete high school (GED)". The non-response rate was low, for it varied from only 9-14 percent.

TABLE 5

10. ANALYSIS OF ITEMS BY WEIGHTED RANKS OF RESPONDENTS AND PERCENT RESPONSE TO THE QUESTION: HOW MUCH HELP DID YOUR EXPERIENCES AT THIS COLLEGE GIVE YOU IN REACHING EACH OF THE GOALS LISTED BELOW?

ITEMS	RANKING		PERCENT OF RESPONDENTS				PERCENT OF NON-RESPONDENTS
	RANK ORDER	WEIGHTED RANK*	THIS WAS NOT A GOAL OF MINE	THIS COLLEGE WAS: NOT MUCH HELP	SOME HELP	A GREAT DEAL OF HELP	
e. TO COMPLETE COURSES NECESSARY TO TRANSFER TO A FOUR-YEAR COLLEGE	1	2.40	65	3	15	17	13
f. TO LEARN SPECIFIC SKILLS THAT WILL ENRICH MY DAILY LIFE	2	2.29	38	7	30	25	11
c. TO IMPROVE MY KNOWLEDGE AND TECHNICAL SKILLS REQUIRED IN MY PRESENT JOB	3	2.26	44	7	27	22	12
j. TO IMPROVE MY CONFIDENCE IN MYSELF	4	2.25	42	7	29	22	10
g. TO IMPROVE MY ABILITY TO GET ALONG WITH PEOPLE	5	2.23	52	7	23	18	12
b. TO PREPARE FOR A NEW CAREER	6	2.15	42	13	24	21	9
a. TO DISCOVER MY VOCATIONAL INTEREST	7	2.14	53	9	22	16	9
d. TO INCREASE MY CHANCES FOR A POSSIBLE RAISE AND/OR POSSIBLE PROMOTION IN MY PRESENT JOB	8	2.13	56	10	19	15	12
n. TO IMPROVE MY LIFE STYLE	8	2.13	61	7	20	12	12
l. TO IMPROVE MY LEADERSHIP SKILLS	10	2.11	57	8	22	13	14
k. TO MEET PEOPLE	11	2.07	57	9	22	12	12
i. TO INCREASE MY PARTICIPATION IN CULTURAL AND SOCIAL EVENTS	12	1.99	75	7	12	6	12
h. TO BECOME ACTIVELY INVOLVED IN STUDENT LIFE AND CAMPUS ACTIVITIES	13	1.82	84	7	4	5	13
m. TO COMPLETE HIGH SCHOOL (GED)	14	1.73	61	7	20	12	12

*NOTE: ASSUMING 1.0 = NOT MUCH HELP, 2.0 = SOME HELP, 3.0 = A GREAT DEAL OF HELP

PERSONAL RESPONSES

The former student questionnaire provides three (3) questions for the students to write in their responses in lieu of checking boxes; one, to write in one's major or program; tow, to describe the reasons why they did not return to the college; and three, what the college could have done to encourage students to stay in college. Each response will be briefly discussed.

MAJOR OR PROGRAM - question 9

Table 6 illustrates the number and percent of respondents who either were not sure what their major/program will be, or those that had definite intended plans for a major or program at this time of application. Notice that only 5.9 percent of the respondents chose not to answer this question. Of those respondents indicating an intended major or program here at Eastern, more than one-third (36 percent), stated "Business" majors, with Accounting being stated most frequently. Other academic fields ranked relatively high were subject areas in the "Medical" field and the "Art" field, as Table 6 shows.

REASONS FOR NOT RETURNING - question 13

When asked to write in their reasons for not returning to the campus, the largest number of respondents indicated three (3) major reasons as indicated in Table 7: still enrolled or have returned (14 percent); scheduling conflict between job and studies (12 percent); and illness or personal or family responsibilities (11 percent).

COLLEGE'S ROLE IN ENCOURAGING STUDENTS TO STAY IN COLLEGE - question 18

When asked to state what the college could have done to encourage students who were dissatisfied with some aspect of it to stay in college, the overwhelming theme running throughout the responses was the lack of availability of needed courses and the convenience of times courses were offered. It is interesting to note that the main focus of these responses were aimed at evening courses. Major complaints for the evening courses centered on improving the quality and standards of the part-time instructors, testing, and grades; the courses were offered too late; and more people wanted to see courses offered at night only once a week.

TABLE 6

9. ANALYSIS OF MAJOR/PROGRAM

	N	NUMBER OF RESPONDENTS	PERCENT
(A) NO MAJOR/PROGRAM OR NOT SURE WHAT MAJOR/PROGRAM WILL BE		242	72.7
(B) (1) MAJOR/PROGRAM		91	27.3
TOTAL		333	100.0
21 NON-RESPONDENTS (5.9%)			
(2) INTENDED MAJOR/PROGRAM			
(a) BUSINESS		33	36.3
Accounting	9		
Administration	9		
Management	8		
Office Administration	3		
Purchasing Management	2		
Marketing	1		
Supermarket Management	1		
(b) ASSOCIATE OF ARTS DEGREE		16	17.6
(c) MEDICAL		16	17.6
Nursing	7		
Medical Lab Technician	3		
Mental Health	2		
Medical Terminology	1		
Medical Assistant	1		
Allied Health Science	1		
Physical Therapy	1		
(d) ART		7	7.7
Interior Design	3		
General	1		
Technical Illustration	1		
Commercial	1		
Fashion Design	1		
(e) REAL ESTATE		7	7.7
(f) EARLY CHILDHOOD EDUCATION		6	6.6
(g) LAW ENFORCEMENT		4	4.4
(h) DATA PROCESSING		1	1.1
(i) WATCH REPAIR		1	1.1
TOTAL		91	100.0*

*Because of rounding error, column does not total exactly 100.0 percent.

TABLE 7

13. ANALYSIS OF ITEMS BY RANK ORDER TO THE STATEMENT: PLEASE DESCRIBE IN YOUR OWN WORDS YOUR REASONS FOR NOT RETURNING TO OUR COLLEGE THIS TERM.

ITEMS	RANK	TOTAL	PERCENT
1. STILL ENROLLED OR HAVE RETURNED	1	49	
2. SCHEDULING CONFLICT BETWEEN JOB AND STUDIES	2	40	
3. ILLNESS; PERSONAL OR FAMILY RESPONSIBILITIES	3	36	
4. TRANSFERRED TO A FOUR-YEAR COLLEGE, NURSING SCHOOL, VOCATIONAL SCHOOL	4	32	
5. GRADUATED OR COMPLETED COURSES NEEDED	5	27	
6. NO SPARE TIME	5	27	
7. DISSATISFACTION WITH COURSE OFFERINGS	7	21	
8. LACK OF FUNDS	8	20	
9. COURSES NOT OFFERED	9	16	
10. SCHEDULING CONFLICT	10	14	
11. DISSATISFACTION WITH INSTRUCTOR OR COURSES	11	12	
12. MOVED OUT OF AREA; TOO FAR	12	11	
13. COULD NOT COMPLETE MAJOR AT THIS CAMPUS	13	10	
14. WINTER WEATHER	14	6	
15. FOUR-YEAR COLLEGE OR GRADUATE STUDENT TAKING COURSES	15	6	
16. DID NOT RECEIVE BROCHURES; MISSED REGISTRATION	16	5	
17. WENT INTO THE MILITARY SERVICE	17	3	
18. CLASS CANCELLED	17	3	
19. HAVE COLLEGE DEGREE, COURSES TAKEN FOR ENJOYMENT	19	2	
TOTAL NUMBER OF RESPONDENTS		340	96.1

14 NONRESPONDENTS (5.9%)

INTENDED PERFORMANCE

This section is divided into two (2) parts: one, Demographic Data and two, Enrollment Data. Each part has several subdivisions represented respectively with a table (including numbers and percentages) or a histogram. The purpose of the tables and histograms is to provide clarifications.

DEMOGRAPHIC DATA

In this section are presented the following data for the respondents:

1- permanent mailing addresses by city and zip code
2- the rank order of the cities and zip codes sub-divided by age, race, and sex
3- the age, race, and sex matrices
4- distribution of students by college draw zones in the county
5- sub-division of the draw zones by city and zip codes
6- sub-division of the draw zones by city, zip codes, age, race, and sex
7- age, race, sex, city, and zip code matrices for draw zones V1 and V

INTENDED PERFORMANCE

PART ONE

Table 8 shows the rank order, the number of responses, and the percent of total of the municipalities and their accompanying zip codes for all the respondents. Notice that the top three (3) municipalities ranked include the one in which the campus is located on, and the closest zip in a southwestern and a southeastern direction, respectively from the campus. That is, they are on the periphery of the campus's boundary.

The first sixteen (16) municipalities, with accompanying zip codes, accounted for more than two-thirds (68.3 percent) of the total number of respondents. The remaining cities each accounted for 2.0 percent of the total or less.

Table 9 shows the rank-order of these sixteen cities for Eastern's former students divided by age, race, and sex of the respondents. This enables one to zoom in on our various target populations, segmented by demographics. This segmentation is called market segmentation, which consists of viewing a heterogeneous market as a number of smaller homogeneous markets in response to differing "product" preferences among important market segments.

Notice that in every city represented, the female population is larger than the male population in terms of numbers of students who have left Eastern Campus. Our market segmentation shows that for the top-ranked city/zip, Cleveland/44128, the target populations were black females, aged 21-54 and black males 21-34. Notice how this differs for the second-ranked city/zip, Maple Heights/44137, whereas white females, aged 21-44, and white males, aged 21-44, are the target populations to be sought after in a marketing compaign.

Similar analysis can be made for each city/zip combination to determine what type and kind of student is specifically learning Eastern Campus as a Former student. The last page of Table 9 illustrates that it is white females between the ages of 21-55 and white males, aged 21-34, that are leaving Eastern Campus in largest proportions.

Table 10 shows the age, race, and sex correlations for all 354 respondents. Notice that the rank-order of our former students by race and sex is: white females leaving Eastern in the largest numbers then any other category (196); they were followed in descending order by white males (71), black females (58) and lastly, black males (23).

More than three times as many white students left Eastern Campus between the Fall quarter of 1976 and the Winter Quarter of 1977 than did black students. In terms of age, the females who left were largely in the 21-55 year old age category, while for the men, it was the 21-44 year old age category. Both of these represent non-traditional student age categories. Notice that the largest age category for women was the 25-34 year olds, and for the men it was the same age category. The same age categories pertained when accounting for the races of the former students.

In terms of age, race, and sex then, the predominant students leaving Eastern between quarters were white females between the ages of 25-34. They were followed in descending order by white females, aged 21-24, white females, aged 35-44, white males, aged 25-34, and white females, aged 45-54, and so on (see the last sub-table in Table 10).

TABLE 8

ANALYSIS OF ITEMS BY RANK ORDER OF PERMANENT MAILING ADDRESS

ZIP CODE	CITY	NUMBER OF RESPONSES	RANK ORDER	PERCENT
44128	CLEVELAND	24	1	6.8
44137	MAPLE HEIGHTS	24	1	6.8
44139	SOLON	18	3	5.1
44118	CLEVELAND HEIGHTS	18	3	5.1
44122	SHAKER HEIGHTS	17	5	4.8
44146	BEDFORD	17	5	4.8
44121	SOUTH EUCLID	14	7	3.9
44122	BEACHWOOD	14	7	3.9
44124	MAYFIELD HEIGHTS	14	7	3.9
44120	SHAKER HEIGHTS	13	10	3.7
44118	UNIVERSITY HEIGHTS	13	10	3.7
44128	WARRENSVILLE HEIGHTS	12	12	3.4
44125	GARFIELD HEIGHTS	12	12	3.4
44120	CLEVELAND	11	14	3.1
44105	CLEVELAND	11	14	3.1
44124	LYNDHURST	10	16	2.8
TOTAL		242		68.3

TABLE 8 (Continued)

ANALYSIS OF ITEMS BY RANK ORDER OF PERMANENT MAILING ADDRESS

ZIP CODE	CITY	NUMBER OF RESPONSES	RANK ORDER
44146	BEDFORD HEIGHTS	7	17
44022	CHAGRIN FALLS	5	18
44056	MACEDONIA	5	18
44087	TWINSBURG	5	18
44106	CLEVELAND HEIGHTS	5	18
44112	EAST CLEVELAND	5	18
44117	EUCLID	5	18
44202	AURORA	5	18
44112	CLEVELAND	4	25
44122	CLEVELAND	4	25
44123	EUCLID	4	25
44072	NOVELTY	3	28
44105	GARFIELD HEIGHTS	3	28
44121	CLEVELAND HEIGHTS	3	28
44122	WARRENSVILLE HEIGHTS	3	28
44128	WARRENSVILLE	3	28
44024	CHARDON	2	33
44104	CLEVELAND	2	33
44108	CLEVELAND	2	33
44110	CLEVELAND	2	33
44124	PEPPER PIKE	2	33
44143	HIGHLAND HEIGHTS	2	33
44143	MAYFIELD VILLAGE	2	33
44143	RICHMOND HEIGHTS	2	33
44236	HUDSON	2	33
44022	MORELAND HILLS	1	42
44022	NEWBURY	1	42
44026	CHESTERLAND	1	42
44040	GATES MILLS	1	42
44067	NORTHFIELD	1	42
44094	WILLOWICK	1	42
44102	CLEVELAND	1	42
44106	CLEVELAND	1	42
44109	CLEVELAND	1	42
44111	CLEVELAND	1	42
44112	CLEVELAND HEIGHTS	1	42
44113	CLEVELAND	1	42
44118	SOUTH EUCLID	1	42
44119	CLEVELAND	1	42
44122	WOODMERE	1	42
44124	SOUTH EUCLID	1	42
44128	GARFIELD HEIGHTS	1	42
44128	NORTH RANDALL	1	42

TABLE 8 (continued)

ANALYSIS OF ITEMS BY RANK ORDER OF PERMANENT MAILING ADDRESS

ZIP CODE	CITY	NUMBER OF RESPONSES	RANK ORDER
44129	PARMA	1	42
44132	EUCLID	1	42
44134	PARMA	1	42
44141	BRECKSVILLE	1	42
44146	WALTON HILLS	1	42
44240	KENT	1	42
44310	AKRON	1	42

TABLE 9

RANK-ORDER OF FORMER STUDENTS BY DESCENDING TOP TWO-THIRDS MUNICIPALITIES AND ZIP CODES SUB-DIVIDED BY AGE, RACE, AND SEX, ENROLLED AT THE EASTERN CAMPUS FALL, 1976 BUT NOT WINTER, 1977.

	44128 CLEVELAND			44137 MAPLE HEIGHTS		44139 SOLON		44118 CLEVELAND HEIGHTS		44122 SHAKER HEIGHTS	
	A	B	W	B	W	B	W	B	W	B	W
FEMALES											
1. UNDER 18		0	0	0	0	0	0	0	0	0	0
2. 18-20 YEARS		1	0	0	0	0	0	0	1	0	0
3. 21-24 YEARS	1	3	0	0	6	0	1	0	2	0	2
4. 25-34 YEARS		5	0	0	8	0	6	0	5	0	5
5. 35-44 YEARS		3	0	0	3	0	4	1	2	2	1
6. 45-54 YEARS		4	0	0	0	0	2	0	4	0	2
7. 55 YEARS AND OVER		0	0	0	0	0	1	0	0	0	4
8. NO AGE GIVEN		1	0	0	0	0	0	0	0	0	0
TOTAL RACE/ETHNIC	1	17	0	0	17	0	14	1	14	2	14
TOTAL FEMALES	18			17		14		15		16	
MALES											
1. UNDER 18		0	0	0	0	0	0	0	0	0	0
2. 18-20 YEARS		0	0	0	0	0	0	0	0	0	0
3. 21-24 YEARS		1	0	0	3	0	0	0	0	0	0
4. 25-34 YEARS		3	0	0	1	0	3	1	2	0	0
5. 35-44 YEARS		0	0	0	3	0	0	0	0	0	1
6. 45-54 YEARS		1	0	0	0	0	0	0	0	0	0
7. 55 YEARS AND OVER		0	0	0	0	0	1	0	0	0	0
8. NO AGE GIVEN		1	0	0	0	0	0	0	0	0	0
TOTAL RACE/ETHNIC		6	0	0	7	0	4	1	2	0	1
TOTAL MALES	6			7		4		3		1	
TOTAL	24			24		18		18		17	
B (BLACK)	23			0		0		2		2	
W (WHITE)	0			24		18		16		15	
A (AMERICAN INDIAN OR ALASKAN NATIVE)	1			0		0		0		0	
P (ASIAN OR PACIFIC ISLANDER)	0			0		0		0		0	

TABLE 9 (continued)

RANK-ORDER OF FORMER STUDENTS BY DESCENDING TOP TWO-THIRDS MUNICIPALITIES AND ZIP CODES SUB-DIVIDED BY AGE, RACE, AND SEX, ENROLLED AT THE EASTERN CAMPUS FALL, 1976 BUT NOT WINTER, 1977.

	44146 BEDFORD		44121 SOUTH EUCLID		44122 BEACHWOOD		44124 MAYFIELD HEIGHTS		44120 SHAKER HEIGHTS		
	B	W	B	W	B	W	B	W	P	B	W
FEMALES											
1. UNDER 18	0	0	0	0	0	0	0	0	0	0	0
2. 18-20 YEARS	0	0	0	0	0	1	0	0	0	0	0
3. 21-24 YEARS	0	2	0	1	0	1	0	5	0	1	1
4. 25-34 YEARS	1	3	0	5	0	2	0	1	0	1	2
5. 35-44 YEARS	0	1	0	3	1	0	0	2	1	0	2
6. 45-54 YEARS	0	2	0	1	0	0	0	0	0	1	1
7. 55 YEARS AND OVER	0	2	0	1	0	6	0	0	0	0	0
8. NO AGE GIVEN	0	0	0	0	0	0	0	1	0	0	0
TOTAL RACE/ETHNIC	1	10	0	11	1	10	0	9	1	3	6
TOTAL FEMALES	11		11		11		9		10		
MALES											
1. UNDER 18	0	0	0	0	0	0	0	0	0	0	0
2. 18-20 YEARS	0	0	0	0	0	0	0	0	0	0	0
3. 21-24 YEARS	0	1	0	0	0	0	0	3	0	0	0
4. 25-34 YEARS	0	2	0	2	0	1	0	0	0	1	1
5. 35-44 YEARS	0	0	0	0	0	0	0	1	0	1	0
6. 45-54 YEARS	0	2	0	0	0	1	0	0	0	0	0
7. 55 YEARS AND OVER	0	1	0	1	0	1	0	0	0	0	0
8. NO AGE GIVEN	0	0	0	0	0	0	0	1	0	0	0
TOTAL RACE/ETHNIC	0	6	0	3	0	3	0	5	0	2	1
TOTAL MALES	6		3		3		5		3		
TOTAL	17		14		14		14		13		
B (BLACK)	1		0		1		0		5		
W (WHITE)	16		14		13		14		7		
A (AMERICAN INDIAN OR ALASKAN NATIVE)	0		0		0		0		0		
P (ASIAN OR PACIFIC ISLANDER)	0		0		0		0		1		

TABLE 9 (continued)

RANK-ORDER OF FORMER STUDENTS BY DESCENDING TOP TWO-THIRDS MUNICIPALITIES AND ZIP CODES SUB-DIVIDED BY AGE, RACE, AND SEX, ENROLLED AT THE EASTERN CAMPUS FALL, 1976 BUT NOT WINTER, 1977.

	44118 UNIVERSITY HEIGHTS		44128 WARRENSVILLE HEIGHTS		44125 GARFIELD HEIGHTS		44120 CLEVELAND		44105 CLEVELAND		44124 LYNDHURST	
	B	W	B	W	B	W	B	W	B	W	B	W
FEMALES												
1. UNDER 18	0	0	0	0	0	0	0	0	0	0	0	0
2. 18-20 YEARS	0	0	0	0	0	1	0	0	1	0	0	0
3. 21-24 YEARS	0	4	0	1	0	1	1	0	1	0	0	2
4. 25-34 YEARS	0	2	5	3	0	3	2	1	3	0	0	1
5. 35-44 YEARS	0	3	0	0	0	1	0	0	3	1	0	1
6. 45-54 YEARS	0	2	0	0	0	0	1	0	0	0	0	1
7. 55 YEARS AND OVER	0	0	0	1	0	0	1	0	0	0	0	2
8. NO AGE GIVEN	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL RACE/ETHNIC	0	11	5	5	0	6	5	1	8	1	0	7
TOTAL FEMALES	11		10		6		6		9		7	
MALES												
1. UNDER 18	0	0	0	0	0	0	0	0	0	0	0	0
2. 18-20 YEARS	0	0	0	0	0	0	0	0	0	0	0	1
3. 21-24 YEARS	0	0	0	0	0	1	1	0	0	0	0	1
4. 25-34 YEARS	0	0	0	0	0	3	1	3	2	0	0	0
5. 35-44 YEARS	0	0	2	0	0	0	0	0	0	0	0	0
6. 45-54 YEARS	0	2	0	0	0	0	0	0	0	0	0	1
7. 55 YEARS AND OVER	0	0	0	0	0	2	0	0	0	0	0	0
8. NO AGE GIVEN	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL RACE/ETHNIC	0	2	2	0	0	6	2	3	2	0	0	3
TOTAL MALES	2		2		6		5		2		3	
TOTAL	13		12		12		11		11		10	
B (BLACK)	0		7		0		7		10		0	
W (WHITE)	13		5		12		4		1		10	
A (AMERICAN INDIAN OR ALASKAN NATIVE)	0		0		0		0		0		0	
P (ASIAN OR PACIFIC ISLANDER)	0		0		0		0		0		0	

TABLE 9 (continued)

RANK-ORDER OF FORMER STUDENTS BY DESCENDING TOP TWO-THIRDS MUNICIPALITIES AND ZIP CODES SUB-DIVIDED BY AGE, RACE, AND SEX, ENROLLED AT THE EASTERN CAMPUS FALL, 1976 BUT NOT WINTER, 1977.

	TOTALS BY AGE	TOTALS BY RACE/ETHNIC				TOTALS BY SEX
FEMALES		A	P	B	W	
1. UNDER 18	0			0	0	
2. 18-20 YEARS	5			2	3	
3. 21-24 YEARS	36	1		6	29	
4. 25-34 YEARS	64			17	47	
5. 35-44 YEARS	35		1	10	24	
6. 45-54 YEARS	21			6	15	
7. 55 YEARS AND OVER	18			1	17	
8. NO AGE GIVEN	2	–	–	1	1	
TOTAL FEMALES	181	1	1	43	136	181
MALES						
1. UNDER 18	0			0	0	
2. 18-20 YEARS	1			0	1	
3. 21-24 YEARS	11			2	9	
4. 25-34 YEARS	26			8	18	
5. 35-44 YEARS	8			3	5	
6. 45-54 YEARS	7			1	6	
7. 55 YEARS AND OVER	6			0	6	
8. NO AGE GIVEN	2			1	1	
TOTAL MALES	61			15	46	61
TOTAL	242					
B (BLACK)				58		
W (WHITE)					182	
A (AMERICAN INDIAN OR ALASKAN NATIVE)		1				
P (ASIAN OR PACIFIC ISLANDER)			1			

TABLE 10

ANALYSIS OF 354 FORMER STUDENTS BY AGE, RACE, AND SEX CORRELATIONS

		SEX		
		MALE	FEMALE	TOTAL
RACE	BLACK	23	58	81
	WHITE	71	196	267
	OTHER	3	3	6
	TOTAL	97	257	354

		SEX		
		MALE	FEMALE	TOTAL
	UNDER 18	0	0	0
	18-20 YEARS	2	14	16
AGE	21-24 YEARS	20	49	69
	25-34 YEARS	42	88	130
	35-44 YEARS	13	46	59
	45-54 YEARS	9	36	45
	55 YEARS +	7	22	29
	NO AGE	4	2	6
	TOTAL	97	257	354

		RACE			
		BLACK	WHITE	OTHER	TOTAL
	UNDER 18	0	0	0	0
	18-20 YEARS	4	12	0	16
AGE	21-24 YEARS	11	56	2	69
	25-34 YEARS	34	95	1	130
	35-44 YEARS	20	38	1	59
	45-54 YEARS	9	36	0	45
	55 YEARS +	1	28	0	29
	NO AGE	2	2	2	6
	TOTAL	81	267	6	354

TABLE 10

ANALYSIS OF 354 FORMER STUDENTS BY AGE, RACE, AND SEX CORRELATIONS

RACE/SEX

	BLACK		SUB-	WHITE		SUB-	OTHER		SUB-	
AGE	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	TOTAL
UNDER 18	0	0	0	0	0	0	0	0	0	0
18-20 YEARS	0	4	4	2	10	12	0	0	0	16
21-24 YEARS	2	9	11	17	39	56	1	1	2	69
25-34 YEARS	12	22	34	30	65	95	0	1	1	130
35-44 YEARS	6	14	20	7	31	38	0	1	1	59
45-54 YEARS	2	7	9	7	29	36	0	0	0	45
55 YEARS +	0	1	1	7	21	28	0	0	0	29
NO AGE GIVEN	1	1	2	1	1	2	2	0	2	6
TOTALS	23	58	81	71	196	267	3	3	6	354

INTENDED PERFORMANCE

DEMOGRAPHIC DATA

PART TWO

This section includes a county map showing the college draw zones within the county, the distribution of former students by draw zones, and analysis of distribution by city and zip code within the draw zone, and a further subdivision of the former students by age, race, sex, city, zip code, and draw zones.

Table 11 gives us the number and percentage of Eastern's former students by Draw Zone. Notice that over sixty percent (60.7%) of our former students came from zone V1, the zone with the oldest population in the county. Also, the second largest former student population came from zone V, which has a relatively young population in the county. It's interesting to note that these two zones are the same two zones from which the largest proportion of Eastern's new students come from.

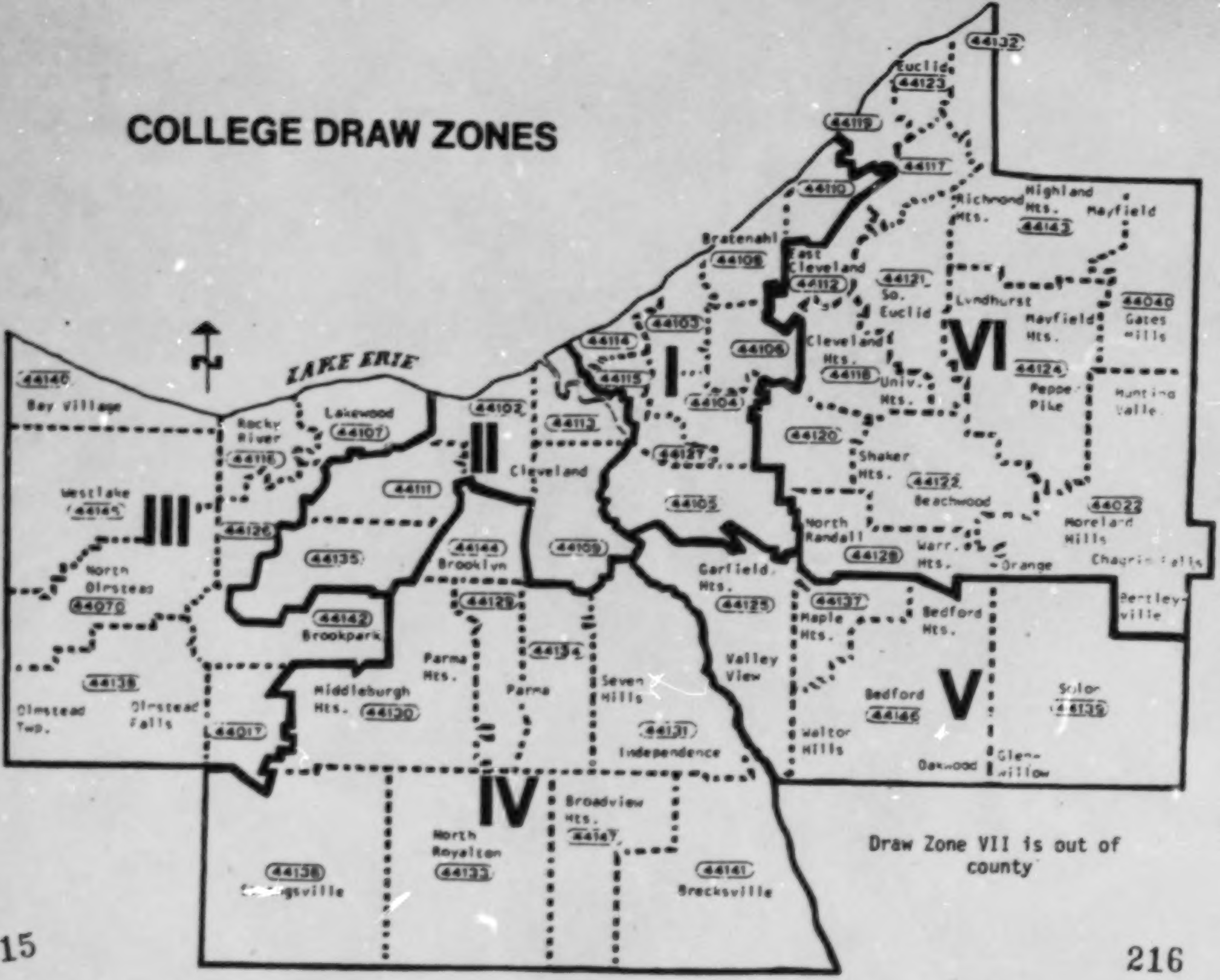
Table 12 expands table 11 by indicating the city/zip code and the number and percentage of former students by draw zone.

Table 13 divides up the former students by age, race, and sex along with city/zip code per draw zone. This table lists each zip code in ascending order, along with its appropriate draw zone and municipality, from 44022 Chagrin Falls to the out-of-county zips of 44240 Kent and 44310 Akron.

Table 14 goes one step further in market segmentation by focusing in on zones V1 and V, which made up over 82 percent of all the former students who responded to the survey. Each zip code and municipality within each draw zone has matrices by age, race, and sex so that one can focus on meeting the needs of our target populations in a marketing campaign once we know specifically who our target populations are. Notice that the summaries for both zones V1 and V show the impact of white females in the non-traditional age categories of 21-55, but highest in the single age category of 25-34, as students who left Eastern Campus between Fall quarter, 1976 and Winter quarter, 1977.

COLLEGE DRAW ZONES

MAP I



LAKE ERIE
I
II
III
IV
V
VI
44132
Euclid
44123
44119
44117
44110
Richmond Hts.
Highland Hts.
44143
Mayfield
Bratenahl
44108
East Cleveland
44112
44121
So. Euclid
Lyndhurst
44040
Gates Mills
44103
44114
44106
Cleveland Hts.
44118
Mayfield Hts.
44115
Univ. Hts.
44124
Pepper Pike
Hunting Valley
44104
44140
Bay Village
Rocky River
Lakewood
44107
44102
44113
44116
44127
44120
Shaker Hts.
Cleveland
44111
Westlake
44145
44105
44122
Beachwood
44022
Moreland Hills
44126
North Randall
44135
44144
Brooklyn
44109
Garfield Hts.
Warr. Hts.
44128
Orange
Chagrin Falls
North Olmstead
44070
44129
44125
44137
Maple Hts.
Bedford Hts.
Bentleyville
44142
Brookpark
Parma Hts.
44134
Seven Hills
Valley View
44138
Olmstead Twp.
Olmstead Falls
Middleburgh Hts.
44130
Parma
Bedford
44146
Solon
44139
44017
44131
Independence
Walton Hills
Oakwood
Glenwillow
Broadview Hts.
44147
North Royalton
44133
44136
Strongsville
44141
Brecksville

Draw Zone VII is out of county

TABLE 11

DISTRIBUTION OF CUYAHOGA COMMUNITY COLLEGE EASTERN CAMPUS STUDENTS BY DRAW ZONES FOR FORMER STUDENTS WHO WERE ENROLLED FALL, 1976, BUT NOT WINTER, 1977.

DRAW ZONE	NUMBER	PERCENT
1	26	7.3
11	4	1.1
111	0	0
1V	3	.8
V	79	22.3
V1	215	60.7
V11	27	7.6
TOTAL	354	100.0*

*Because of rounding error, column does not total exactly 100.0 percent.

ANALYSIS OF DISTRIBUTION BY DRAW ZONES

ZIP CODE	CITY	NUMBER OF STUDENTS	PERCENT	DRAW ZONE
44104	CLEVELAND	2		
44105	CLEVELAND	11		
44105	GARFIELD HEIGHTS	3		
44106	CLEVELAND	1		
44106	CLEVELAND HEIGHTS	[illegible]		
44108	CLEVELAND	2		
44110	CLEVELAND	2		
TOTAL DRAW ZONE I		26	7.3	1
44102	CLEVELAND	1		
44109	CLEVELAND	1		
44111	CLEVELAND	1		
44113	CLEVELAND	1		
TOTAL DRAW ZONE 11		4	1.1	11
TOTAL DRAW ZONE 111		0	0	111
44129	PARMA	1		
44134	PARMA	1		
44141	BRECKSVILLE	1		
TOTAL DRAW ZONE 1V		3	.8	1V
44125	GARFIELD HEIGHTS	12		
44137	MAPLE HEIGHTS	24		
44139	SOLON	18		
44146	BEDFORD	17		
44146	BEDFORD HEIGHTS	7		
44146	WALTON HILLS	1		
TOTAL DRAW ZONE V		79	22.3	V
44022	CHAGRIN FALLS	5		
44022	MORELAND HILLS	1		
44022	NEWBURY	1		
44040	GATES MILLS	1		
44117	EUCLID	5		
44118	CLEVELAND HEIGHTS	18		
44118	SOUTH EUCLID	1		
44118	UNIVERSITY HEIGHTS	13		
44119	CLEVELAND	1		
44120	CLEVELAND	11		
44120	SHAKER HEIGHTS	13		
44121	CLEVELAND HEIGHTS	3		
44121	SOUTH EUCLID	14		
44122	BEACHWOOD	14		
44122	CLEVELAND	4		
44122	SHAKER HEIGHTS	17		
44122	WARRENSVILLE HEIGHTS	3		
44122	WOODMERE	1		

TABLE 12

ANALYSIS OF DISTRIBUTION BY DRAW ZONES

ZIP CODE	CITY	NUMBER OF STUDENTS	PERCENT	DRAW ZONE
44123	EUCLID	4		
44124	LYNDHURST	10		
44124	MAYFIELD HEIGHTS	14		
44124	PEPPER PIKE	2		
44124	SOUTH EUCLID	1		
44128	CLEVELAND	24		
44128	GARFIELD HEIGHTS	1		
44128	NORTH RANDALL	1		
44128	WARRENSVILLE	3		
44128	WARRENSVILLE HEIGHTS	12		
44132	EUCLID	1		
44143	HIGHLAND HEIGHTS	2		
44143	MAYFIELD VILLAGE	2		
44143	RICHMOND HEIGHTS	2		
44112	CLEVELAND	4		
44112	CLEVELAND HEIGHTS	1		
44112	EAST CLEVELAND	5		
TOTAL DRAW ZONE V1		215	60.7	V1
44024	CHARDON	2		
44026	CHESTERLAND	1		
44056	MACEDONIA	5		
44067	NORTHFIELD	1		
44072	NOVELTY	3		
44087	TWINSBURG	5		
44094	WILLOWICK	1		
44202	AURORA	5		
44236	HUDSON	2		
44240	KENT	1		
44310	AKRON	1		
TOTAL DRAW ZONE V11		27	7.6	V11
TOTAL DRAW ZONES		354	100.0*	

*Because of rounding error, column does not total exactly 100.0 percent.

TABLE 13

ANALYSIS OF 354 FORMER STUDENTS BY AGE, RACE, SEX, ZIP CODES AND DRAW ZONES

DRAW ZONE	ZIP CODE		TOTAL NUMBER	(A) FEMALE (B) MALE	RACE/ETHNIC				UNDER 18	18-20 YEARS	21-24 YEARS	25-34 YEARS	35-44 YEARS	45-54 YEARS	55 YEARS & OVER
					W	B	A	P							
VI	44022	CHAGRIN FALLS	5	5	5	0	0	0	0	0	0	0	1	4	0
				0	0	0	0	0	0	0	0	0	0	0	0
		MORELAND HILLS	1	1	1	0	0	0	0	1	0	0	0	0	0
				0	0	0	0	0	0	0	0	0	0	0	0
		NEWBURY	1	0	0	0	0	0	0	0	0	0	0	0	0
				1	1	0	0	0	0	0	0	0	0 /	0	0
VII	44024	CHARDON	2	0	0	0	0	0	0	0	0	0	0	0	0
				2	2	0	0	0	0	0	1	1	0	0	0
VII	44026	CHESTERLAND	1	0	0	0	0	0	0	0	0	0	0	0	0
				1	1	0	0	0	0	0	0	1	0	0	0
VI	44040	GATES MILLS	1	1	1	0	0	0	0	0	0	0	0	1	0
				0	0	0	0	0	0	0	0	0	0	0	0
VII	44056	MACEDONIA	5	3	3	0	0	0	0	0	0	2	0	1	0
				2	2	0	0	0	0	0	0	2	0	0	0
VII	44067	NORTHFIELD	1	1	1	0	0	0	0	0	0	0	1	0	0
				0	0	0	0	0	0	0	0	0	0	0	0
VII	44072	NOVELTY	3	2	2	0	0	0	0	0	0	1	1	0	0
				1	1	0	0	0	0	0	0	0	1	0	0
VII	44087	TWINSBURG	5	4	4	0	0	0	0	0	0	2	1	1	0
				1	1	0	0	0	0	0	0	1	0	0	0
VII	44094	WILLOWICK	1	1	1	0	0	0	0	1	0	0	0	0	0
				0	0	0	0	0	0	0	0	0	0	0	0
II	44102	CLEVELAND	1	1	1	0	0	0	0	0	0	0	0	1	0
				0	0	0	0	0	0	0	0	0	0	0	0
I	44104	CLEVELAND	2	2	0	2	0	0	0	0	0	2	0	0	0
				0	0	0	0	0	0	0	0	0	0	0	0
I	44105	CLEVELAND	11	9		8	0	0	0	1	1	3	3	0	0
					[1								1		
				2	0	2	0	0	0	0	0	2	0	0	0
		GARFIELD HEIGHTS	3	3	0	3	0	0	0	1	0	1	1	0	0
				0	0	0	0	0	0	0	0	0	0	0	0
I	44106	CLEVELAND	1	0	0	0	0	0	0	0	0	0	0	0	0
				1	1	0	0	0	0	0	0	1	0	0	0
		CLEVELAND HEIGHTS	5	1	1	0	0	0	0	1	0	0	0	0	0
				4	4	0	0	0	0	1	1	2	0	0	0
I	44108	CLEVELAND	2	1	0	1	0	0	0	1	0	0	0	0	0
				1	0	1	0	0	0	0	0	0	1	0	0

TABLE 15

ANALYSIS OF 354 FORMER STUDENTS BY AGE, RACE, SEX, ZIP CODES AND DRAW ZONES

DRAW ZONE	ZIP CODE		TOTAL NUMBER	(A) FEMALE (B) MALE	RACE/ETHNIC				UNDER 18	18-20 YEARS	21-24 YEARS	25-34 YEARS	35-44 YEARS	45-54 YEARS	55 YEARS & OVER
					W	B	A	P							
II	44109	CLEVELAND	1	0	0	0	0	0	0	0	0	0	0	0	0
				1	1	0	0	0	0	0	1	0	0	0	0
I	44110	CLEVELAND	2	2	2	0	0	0	0	0	0	0	0	2	0
				0	0	0	0	0	0	0	0	0	0	0	0
II	44111	CLEVELAND	1	0	0	0	0	0	0	0	0	0	0	0	0
				1	1	0	0	0	0	0	0	0	1	0	0
VI	44112	CLEVELAND	4	2	2	0	0	0	0	0	1	1	0	0	0
				2		1	0	0	0	0	0	1	0	0	0
					1							1			
		CLEVELAND HEIGHTS	1	0	0	0	0	0	0	0	0	0	0	0	0
				1	0	1	0	0	0	0	0	0	1	0	0
		EAST CLEVELAND	5	4		1	0	0	0	0	1	0	0	0	0
					3						1	1		1	
				1		0	0	0	0	0	0	1	0	0	0
II	44113	CLEVELAND	1	1	1	0	0	0	0	0	0	0	1	0	0
				0	0	0	0	0	0	0	0	0	0	0	0
VI	44117	EUCLID	5	4		1	0	0	0	0	1	0	0	0	0
					3						1		2		
				1		0	0	0	0	0	1	0	0	0	0
VI	44118	CLEVELAND HEIGHTS	18	15		1	0	0	0	0	0	0	1	0	0
					14					1	2	5	2	4	
				3		1	0	0	0	0	0	1	0	0	0
					2							2			
		SOUTH EUCLID	1	0	0	0	0	0	0	0	0	0	0	0	0
				1	1	0	0	0	0	0	1	0	0	0	0
		UNIVERSITY HEIGHTS	13	11	11	0	0	0	0	0	4	2	3	2	0
				2	2	0	0	0	0	0	0	0	0	2	0
VI	44119	CLEVELAND	1	0	0	0	0	0	0	0	0	0	0	0	0
				1	1	0	0	0	0	0	0	0	0	1	0
VI	44120	CLEVELAND	11	6		5	0	0	0	0	1	2	0	1	1
					1							1			
				5		2	0	0	0	0	1	1	0	0	0
					3							3			
		SHAKER HEIGHTS	13	10		3	0		0	0	1	1	0	1	0
					6						1	2	1	2	
								1					1		
				3		2	0	0	0	0	0	1	1	0	0
					1							1			

TABLE 13

ANALYSIS OF 354 FORMER STUDENTS BY AGE, RACE, SEX, ZIP CODES AND DRAW ZONES

DRAW ZONE	ZIP CODE		TOTAL NUMBER	(A) FEMALE (B) MALE	RACE/ETHNIC W	B	A	P	UNDER 18	18-20 YEARS	21-24 YEARS	25-34 YEARS	35-44 YEARS	45-54 YEARS	55 YEARS & OVER
VI	44121	CLEVELAND HEIGHTS	3	3		1	0	0	0	0	0	1	0	0	0
					2				0	1	1				
				0	0	0	0	0	0	0	0	0	0	0	0
		SOUTH EUCLID	14	11	11	0	0	0	0	0	1	5	3	1	1
				3	3	0	0	0	0	0	0	2	0	0	1
VI	44122	BEACHWOOD	14	11		1	0	0	0	0	0	0	1	0	0
					10					1	1	2		6	
				3	3	0	0	0	0	0	0	1	0	1	1
		CLEVELAND	4	2	0	2	0	0	0	0	0	0	2	0	0
				2	0	2	0	0	0	0	0	1	1	0	0
		SHAKER HEIGHTS	17	16		2	0	0	0	0	0	0	2	0	0
					14						2	5	1	2	4
				1	1	0	0	0	0	0	0	0	1	0	0
		WARRENSVILLE HEIGHTS	3	3	0	3	0	0	0	0	1	1	1	0	0
				0	0	0	0	0	0	0	0	0	0	0	0
		WOODMERE	1	1	1	0	0	0	0	0	1	0	0	0	0
				0	0	0	0	0	0	0	0	0	0	0	0
VI	44123	EUCLID	4	3	3	0	0	0	0	0	0	2	0	0	1
				1	1	0	0	0	0	0	0	1	0	0	0
VI	44124	LYNDHURST	10	7	7	0	0	0	0	0	2	1	1	1	2
				3	3	0	0	0	0	1	1	0	0	1	0
		MAYFIELD HEIGHTS	14	9	9	0	0	0	0	0	5	1	2	0	0 1N/A
				5	5	0	0	0	0	0	3	0	1	0	0 1N/A
		PEPPER PIKE	2	2	2	0	0	0	0	0	1	0	0	1	0
				0	0	0	0	0	0	0	0	0	0	0	0
		SOUTH EUCLID	1	0	0	0	0	0	0	0	0	0	0	0	0
				1	1	0	0	0	0	0	1	0	0	0	0
V	44125	GARFIELD HEIGHTS	12	6	6	0	0	0	0	1	1	2	2	0	0
				6	6	0	0	0	0	0	0	1	3	0	2
VI	44128	CLEVELAND	24	18	0	16		0 1N/R	0	1	3	5	3	4	0 1N/A
							1				1				
				6	0	5	0	0 1N/R	0	0	1	3	0	1	0 1N/A
		GARFIELD HEIGHTS	1	1	0	1	0	0	0	0	0	0	0	1	0
				0	0	0	0	0	0	0	0	0	0	0	0
		NORTH RANDALL	1	0	0	0	0	0	0	0	0	0	0	0	0
				1	1	0	0	0	0	0	0	1	0	0	0

TABLE 13

ANALYSIS OF 354 FORMER STUDENTS BY AGE, RACE, SEX, ZIP CODES AND DRAW ZONES

DRAW ZONE	ZIP CODE		TOTAL NUMBER	(A) FEMALE (B) MALE	RACE/ETHNIC W	B	A	P	UNDER 18	18-20 YEARS	21-24 YEARS	25-34 YEARS	35-44 YEARS	45-54 YEARS	55 YEARS & OVER
VI	44128	WARRENSVILLE	3	2		1	0	0	0	0	0	1	0	0	0
					1							1			
				1	0	1	0	0	0	0	0	1	0	0	0
		WARRENSVILLE HEIGHTS	12	10		5	0	0	0	0	0	5	0	0	0
					5				0	0	1	3	0	0	1
				2	0	2	0	0	0	0	0	0	2	0	0
IV	44129	PARMA	1	1	1	0	0	0	0	0	0	0	0	0	1
				0	0	0	0	0	0	0	0	0	0	0	0
VI	44132	EUCLID	1	1	1	0	0	0	0	0	0	0	0	0	1
				0	0	0	0	0	0	0	0	0	0	0	0
IV	44134	PARMA	1	0	0	0	0	0	0	0	0	0	0	0	0
				1	1	0	0	0	0	0	1	0	0	0	0
V	44137	MAPLE HEIGHTS	24	17	17	0	0	0	0	0	6	8	3	0	0
				7	7	0	0	0	0	0	3	1	3	0	0
V	44139	SOLON	18	14	14	0	0	0	0	0	1	6	4	2	1
				4	4	0	0	0	0	0	0	3	0	0	1
IV	44141	BRECKSVILLE	1	1	1	0	0	0	0	0	0	0	0	0	1
				0	0	0	0	0	0	0	0	0	0	0	0
VI	44143	HIGHLAND HEIGHTS	2	0	0	0	0	0	0	0	0	0	0	0	0
				2		1	0	0	0	0	0	0	C	1	0
					1						1				
		MAYFIELD VILLAGE	2	2	2	0	0	0	0	0	1	1	0	0	0
				0	0	0	0	0	0	0	0	0	0	0	0
		RICHMOND HEIGHTS	2	1	1	0	0	0	0	0	0	1	0	0	0
				1	1	0	0	0	0	0	0	1	0	0	0
V	44146	BEDFORD	17	11		1	0	0	0	0	0	1	0	0	0
					10						2	3	1	2	2
				6	6	0	0	0	0	0	1	2	0	2	1
		BEDFORD HEIGHTS	7	4	4	0	0	0	0	1	0	2	1	0	0
				3	1	0	0	0 2N/R	0	0	1	0	0	0	0 2N/A
		WALTON HILLS	1	1	1	0	0	0	0	0	1	0	0	0	0
				0	0	0	0	0	0	0	0	0	0	0	0
VII	44202	AURORA	5	5	5	0	0	0	0	1	1	2	1	0	0
				0	0	0	0	0	0	0	0	0	0	0	0
VII	44236	HUDSON	2	2	2	0	0	0	0	1	0	0	0	1	0
				0	0	0	0	0	0	0	0	0	0	0	0

TABLE 13

ANALYSIS OF 354 FORMER STUDENTS BY AGE, RACE, SEX, ZIP CODES AND DRAW ZONES

DRAW ZONE	ZIP CODE		TOTAL NUMBER	(A) FEMALE (B) MALE	RACE/ETHNIC W	B	A	P		UNDER 18	18-20 YEARS	21-24 YEARS	25-34 YEARS	35-44 YEARS	45-54 YEARS	55 YEARS & OVER	NO AGE
VII	44240	KENT	1	1	1	0	0	0		0	0	0	1	0	0	0	
				0	0	0	0	0		0	0	0	0	0	0	0	
VII	44310	AKRON	1	0	0	0	0	0		0	0	0	0	0	0	0	
				1	0	1	0	0		0	0	0	1	0	0	0	
SUB TOTALS			354														
FEMALES				257													
WHITE					196					0	10	39	65	31	29	21	1
BLACK						58				0	4	9	22	14	7	1	1
AMERICAN INDIAN OR ALASKAN NATIVE							1					1					
ASIAN OR PACIFIC ISLANDER								1						1			
NO RACE/ETHNIC IDENTIFICATION									1				1				
MALES				97													
WHITE					71					0	2	17	30	7	7	7	1
BLACK						23				0	0	2	12	6	2	0	1
AMERICAN INDIAN OR ALASKAN NATIVE							1					1					
ASIAN OR PACIFIC ISLANDER								0									
NO RACE/ETHNIC IDENTIFICATION									2								2
TOTALS			354	354	267	81	2	1	3	0	16	69	130	59	45	29	6

TABLE 14

DRAW ZONES V1 and V SEGMENTED BY CITY/ZIP CODE, AGE, RACE, AND SEX INTO MATRICES

ZONE 6

44022 Chagrin Falls	White Females	White Males	Black Females	Black Males
ages:				
18-20				
21-24				
25-34				
35-44	1			
45-54	4			
55+				
TOTAL= 5	5			

44022 Moreland Hills	White Females	White Males	Black Females	Black Males
ages:				
18-20	1			
21-24				
25-34				
35-44				
45-54				
55+				
TOTAL=1	1			

44022 Newberry	White Females	White Males	Black Females	Black Males
ages:				
18-20				
21-24				
25-34				
35-44		1		
45-54				
55+				
TOTAL=1		1		

44040 Gates Mills	White Females	White Males	Black Females	Black Males
ages:				
18-20				
21-24				
24-34				
35-44				
45-54	1			
55+				
TOTAL=1	1			

44112 Cleveland	White Females	White Males	Black Females	Black Males
ages:				
18-20				
21-24	1			
25-34	1	1		1
35-44				
45-54				
55+				
TOTAL=4	2	1		1

TABLE 14

DRAW ZONES V1 AND V SEGMENTED BY CITY/ZIP CODE, AGE, RACE, AND SEX INTO MATRICES

ZONE 6

44112 Cleveland Hts.	White Females	White Males	Black Females	Black Males
ages :				
18-20				
21-24				
25-34				
35-44				1
45-54				
55+				
TOTAL=1				1

44112 East Cleveland	White Females	White Males	Black Females	Black Males
ages:				
18-20				
21-24	1		1	
25-34	1	1		
35-44				
45-54	1			
55+				
TOTAL=5	3	1	1	

44117 Euclid	White Females	White Males	Black Females	Black Males
ages:				
18-20				
21-24	1	1	1	
25-34				
35-44	2			
45-54				
55+				
TOTAL=5	3	1	1	

44118 Cleveland Hts.	White Females	White Males	Black Females	Black Males
ages:				
18-20	1			
21-24	2			
25-34	5	2		1
35-44	2		1	
45-54	4			
55+				
TOTAL=18	14	2	1	1

44118 So. Euclid	White Females	White Males	Black Females	Black Males
ages:				
18-20				
21-24		1		
25-34				
35-44				
45-54				
55+				
TOTAL=1		1		

TABLE 14

DRAW ZONES V1 and V SEGMENTED BY CITY/ZIP CODE, AGE, RACE, AND SEX INTO MATRICES

ZONE 6

44118 University Hts. ages:	White Females	White Males	Black Females	Black Males
18-20				
21-24	4			
25-34	2			
35-44	3			
45-54	2	2		
55+				
TOTAL=13	11	2		

44119 Cleveland ages:	White Females	White Males	Black Females	Black Males
18-20				
21-24				
25-34				
35-44				
45-54		1		
55+				
TOTAL=1		1		

44120 Cleveland ages:	White Females	White Males	Black Females	Black Males
18-20				
21-24			1	1
25-34	1	3	2	1
35-44				
45-54			1	
55+			1	
TOTAL=11	1	3	5	2

44120 Shaker Hts. ages:	White Females	White Males	Black Females	Black Males
18-20				
21-24	1		1	
25-34	2	1	1	1
35-44	1			1
45-54	2		1	
55+				
TOTAL=12	6	1	3	2

44121 Cleveland Hts. ages:	White Females	White Males	Black Females	Black Males
18-20	1			
21-24	1			
25-34			1	
35-44				
45-54				
55+				
TOTAL=3	3		1	

TABLE 14

DRAW ZONES V1 AND V SEGMENTED BY CITY/ZIP CODE, AGE, RACE, AND SEX INTO MATRICES

ZONE 6

44121 So. Euclid	White Females	White Males	Black Females	Black Males
ages:				
18-20				
21-24	1			
25-34	5	2		
35-44	3			
45-54	1			
55+	1	1		
TOTAL=14	11	3		

44122 Beachwood	White Females	White Males	Black Females	Black Males
ages:				
18-20	1			
21-24	1			
25-34	2	1		
35-44				1
45-54	6	1		
55+		1		
TOTAL=14	10	3		1

44122 Cleveland	White Females	White Males	Black Females	Black Males
ages:				
18-20				
21-24				
25-34				1
35-44			2	1
45-54				
55+				
TOTAL=4			2	2

44122 Shaker Hts.	White Females	White Males	Black Females	Black Males
ages:				
18-20				
21-24	2			
25-34	5			
35-44	1	1	2	
45-54	2			
55+	4			
TOTAL=17	14	1	2	

44122 Warrensville Hts.	White Females	White Males	Black Females	Black Males
ages:				
18-20				
21-24			1	
25-34			1	
35-44			1	
45-54				
55+				
TOTAL=3			3	

TABLE 14

DRAW ZONES V1 and V SEGMENTED BY CITY/ZIP CODE, AGE, RACE, AND SEX INTO MATRICES

ZONE 5

44122 Woodmere	White Females	White Males	Black Females	Black Males
ages:				
18-20				
21-24	1			
25-34				
35-44				
45-54				
55+				
TOTAL=1	1			

44123 Euclid	White Females	White Males	Black Females	Black Males
ages:				
18-20				
21-24				
25-34	2	1		
35-44				
45-54				
55+	1			
TOTAL=4	3	1		

44124 Lyndhurst	White Females	White Males	Black Females	Black Males
ages:				
18-20		1		
21-24	2	1		
25-34	1			
35-44	1			
45-54	1	1		
55+	2			
TOTAL=10	7	3		

44124 Mayfield	White Females	White Males	Black Females	Black Males
ages:				
18-20				
21-24				
25-34	5	3		
35-44	1			
45-54	2	1		
55+				
TOTAL=12	8	4		

44124 Pepper Pike	White Females	White Males	Black Females	Black Males
ages:				
18-20				
21-24		1		
25-34				
35-44				
45-54				
55+				
TOTAL=1		1		

TABLE 14

DRAW ZONES V1 AND V SEGMENTED BY CITY/ZIP CODE, AGE, RACE, AND SEX INTO MATRICES

ZONE 6

44128 Cleveland	White Females	White Males	Black Females	Black Males
ages:				
18-20				
21-24			3	1
25-34			5	3
35-44			3	
45-54			4	1
55+				
TOTAL=20			15	5

44128 Garfield Hts.	White Females	White Males	Black Females	Black Males
ages:				
18-20				
21-24				
25-34				
35-44				
45-54			1	
55+				
TOTAL=1			1	

44128 North Randall	White Females	White Males	Black Females	Black Males
ages:				
18-20				
21-24				
25-34		1		
35-44				
45-54				
55+				
TOTAL=1		1		

44128 Warrensville	White Females	White Males	Black Females	Black Males
ages:				
18-20				
21-24				
25-34	1		1	1
35-44				
45-54				
55+				
TOTAL=3	1		1	1

44128 Warrensville Hts.	White Females	White Males	Black Females	Black Males
ages:				
18-20				
21-24	1			
25-34	3		5	
35-44				2
45-54				
55+	1			
TOTAL=12	5		5	2

TABLE 14

DRAW ZONES V1 AND V SEGMENTED BY CITY/ZIP CODE, AGE, RACE, AND SEX INTO MATRICES

ZONE 6

44132 Euclid	White Females	White Males	Black Females	Black Males
ages:				
18-20				
21-24				
25-34				
35-44				
45-54				
55+	1			
TOTAL=1				

44143 Highland Hts.	White Females	White Males	Black Females	Black Males
ages:				
18-20				
21-24		1		
25-34				
35-44				
45-54				1
55+				
TOTAL=2		1		1

44143 Mayfield Village	White Females	White Males	Black Females	Black Males
ages:				
18-20				
21-24	1			
25-34	1			
35-44				
45-54				
55+				
TOTAL=2	2			

44143 Richmond Hts.	White Females	White Males	Black Females	Black Males
ages:				
18-20				
21-24				
25-34	1	1		
35-44				
45-54				
55+				
TOTAL=2	1	1		

TOTAL- ZONE 6	White Females	White Males	Black Females	Black Males
ages:				
18-20	4	1		
21-24	21	5	8	2
25-34	38	17	17	9
35-44	15	2	8	6
45-54	27	6	7	2
55+	10	2	1	
TOTAL=209	115	33	41	19
%= (100)	(55)	(16)	(20)	(09)

TABLE 14

DRAW ZONES V1 AND V SEGMENTED BY CITY/ZIP CODE, AGE, RACE, AND SEX INTO MATRICES

ZONE 5

44125 Garfield Hts.	White Females	White Males	Black Females	Black Males
ages:				
18-20	1			
21-24	1			
25-34	2	1		
35-44	2	3		
45-54				
55+		2		
TOTAL=12	6	6		

44137 Maple Hts.	White Females	White Males	Black Females	Black Males
ages:				
18-20				
21-24	6	3		
25-34	8	1		
35-44	3	3		
45-54				
55+				
TOTAL=24	17	7		

44139 Solon	White Females	White Males	Black Females	Black Males
ages:				
18-20				
21-24	1			
25-34	6	3		
35-44	4			
45-54	2			
55+	1	1		
TOTAL=18	14	4		

44146 Bedford	White Females	White Males	Black Females	Black Males
ages:				
18-20				
21-24	2	1		
25-34	3	2	1	
35-44	1			
45-54	2	2		
55+	2	1		
TOTAL=17	10	6	1	

44146 Bedford Hts.	White Females	White Males	Black Females	Black Males
ages:				
18-20	1			
21-24		1		
25-34	2			
35-44	1			
45-54				
55+				
TOTAL=5	4	1		

TABLE 14

DRAW ZONES V1 AND V SEGMENTED BY CITY/ZIP CODE, AGE, RACE, AND SEX INTO MATRICES

ZONES 5 44146 Walton Hills	White Females	White Males	Black Females	Black Males
ages:				
18-20				
21-24	1			
25-34				
35-44				
45-54				
55+				
TOTAL=1				

TOTAL - ZONE 5	White Females	White Males	Black Females	Black Males
ages:				
18-20	2			
21-24	11	5		
25-34	21	7	1	
35-44	11	6		
45-54	4	2		
55+	3	4		
TOTAL=77	52	24	1	
% =100	(68)	(31)	(01)	

TOTAL - ZONE 6 AND ZONE 5	White Females	White Males	Black Females	Black Males
ages:				
18-20	6	1		
21-24	32	10	8	2
25-34	59	24	18	9
35-44	26	8	8	6
45-54	31	8	7	2
55+	13	6	1	
TOTAL=285	167	57	42	19
% (100)	(59)	(20)	(15)	(06)

ENROLLMENT DATA

PART ONE

Table 15, 16 and 17 indicate the age, race, and sex of the respondents. Notice that the majority of the respondents were white females who fell in the non-traditional age categories of 21-55 with the single largest age category being between 25-34 years old.

TABLE 15

7. AGE:

N	PERCENT	
0	0	(1) UNDER 18
16	4.6	(2) 18-20 YEARS
69	19.8	(3) 21-24 YEARS
130	37.4	(4) 25-34 YEARS
59	17.0	(5) 35-44 YEARS
45	12.9	(6) 45-54 YEARS
29	8.3	(7) 55 YEARS AND OVER
348	100.0	TOTAL

6 NON-RESPONDENTS (1.7%)

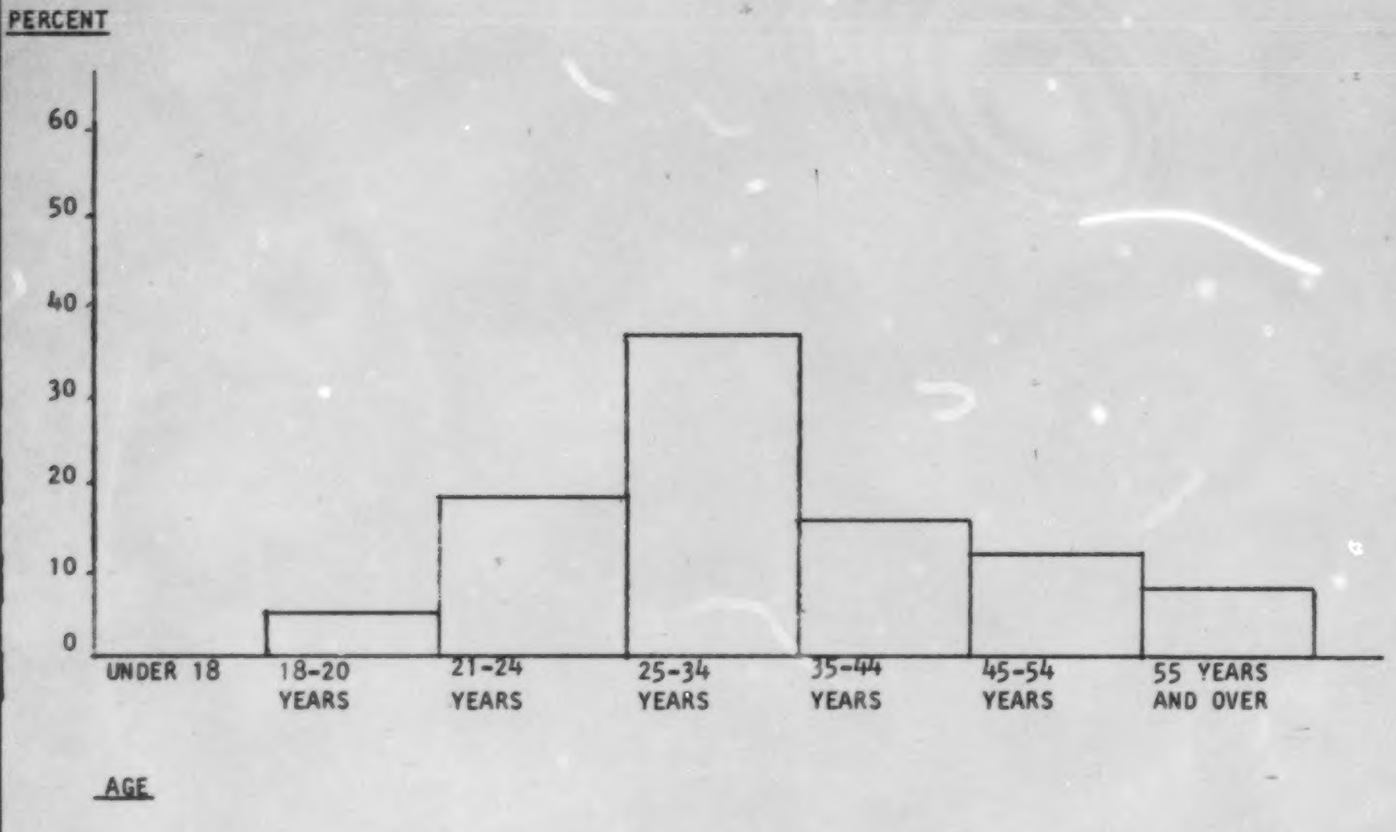
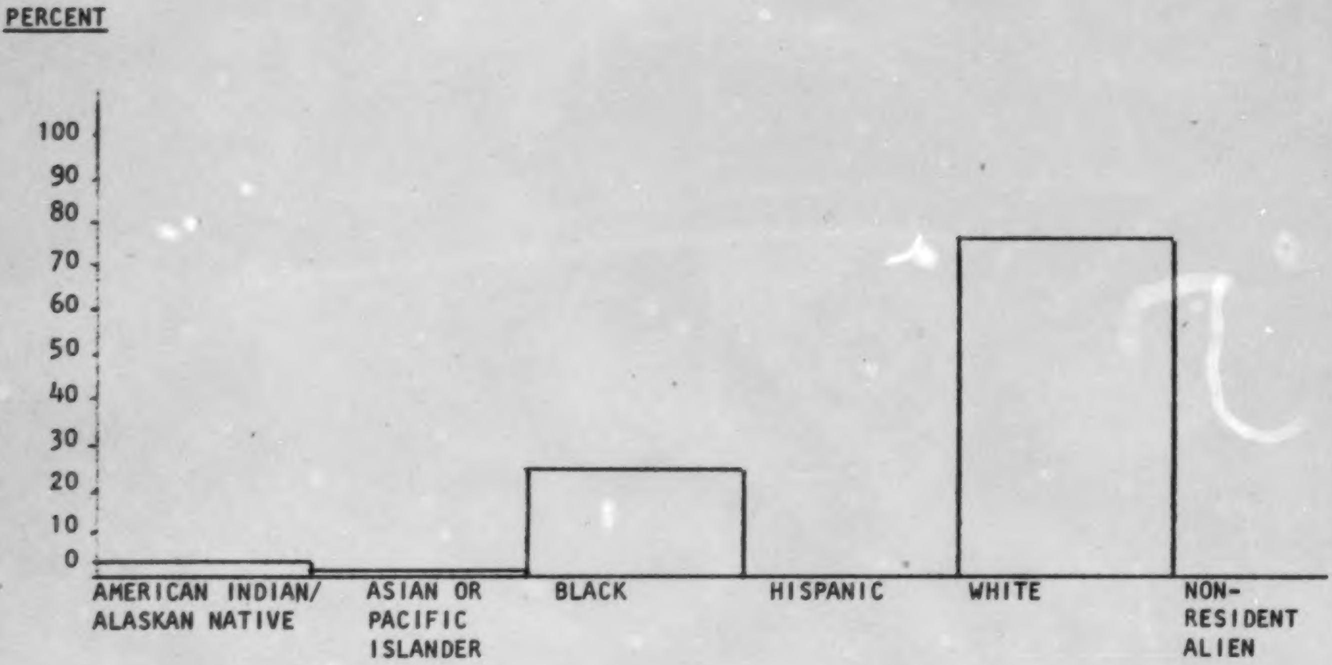


TABLE 16

6. RACE/ETHNIC IDENTIFICATION:

N	PERCENT	
2	.5	(1) AMERICAN INDIAN OR ALASKAN NATIVE
1	.3	(2) ASIAN OR PACIFIC ISLANDER
81	23.1	(3) BLACK
0	0	(4) HISPANIC
267	76.1	(5) WHITE
0	0	(6) NON RESIDENT ALIEN
351	100.0	TOTAL

3 NON-RESPONDENTS (0.85%)

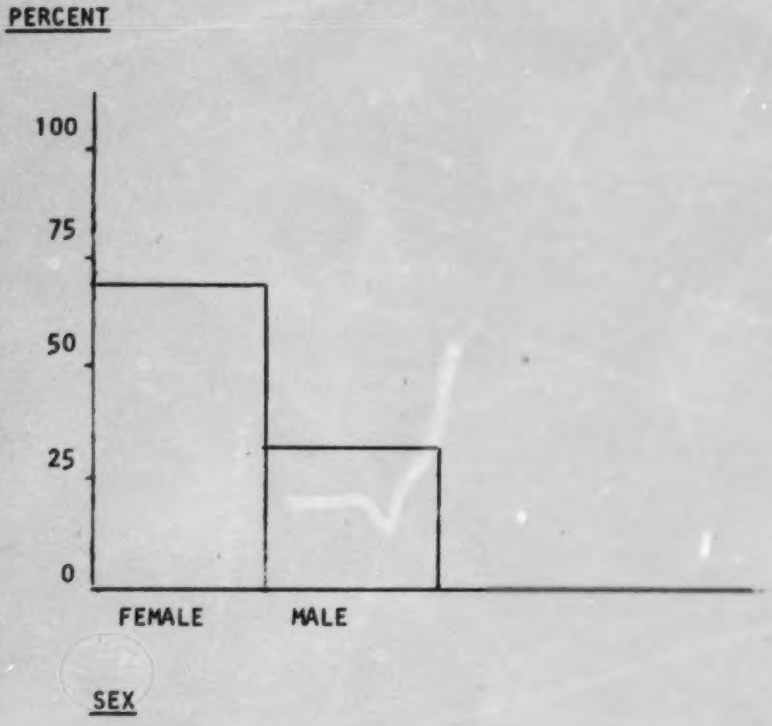


RACE/ETHNIC IDENTIFICATION

TABLE 17

5. SEX:

N	PERCENT	
257	72.6	(1) FEMALE
97	27.4	(2) MALE
354	100.0	TOTAL



ENROLLMENT DATA

PART TWO

The length of enrollment reported by the former students, full or part-time enrollment status while attended, current employment occupation status, and the former student current educational plans are presented in this section through tables 18-21. Each table has an accompanying histogram for clarification.

Notice that for the majority of the respondents: they were enrolled primarily either for one quarter or for four or more quarters; they were enrolled primarily part-time; they were employed more than half-time; and they plan to re-enroll at this college within six months.

TABLE 18

8. LENGTH OF ENROLLMENT REPORTED BY FORMER STUDENTS:

N	PERCENT	
37	11.2	(1) LESS THAN ONE QUARTER
96	29.1	(2) ONE QUARTER
55	16.7	(3) TWO QUARTERS
34	10.3	(4) THREE QUARTERS
108	32.7	(5) FOUR OR MORE QUARTERS
330	100.0	TOTAL

24 NON-RESPONDENTS (6.8%)

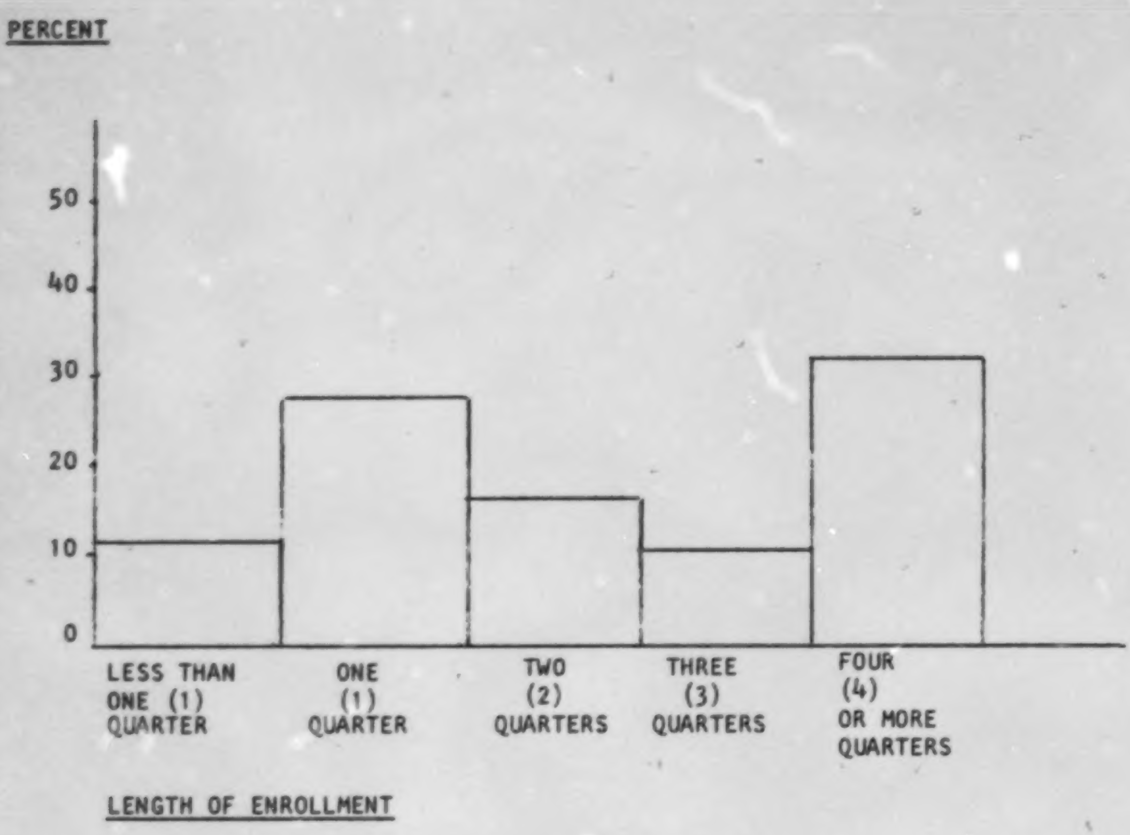
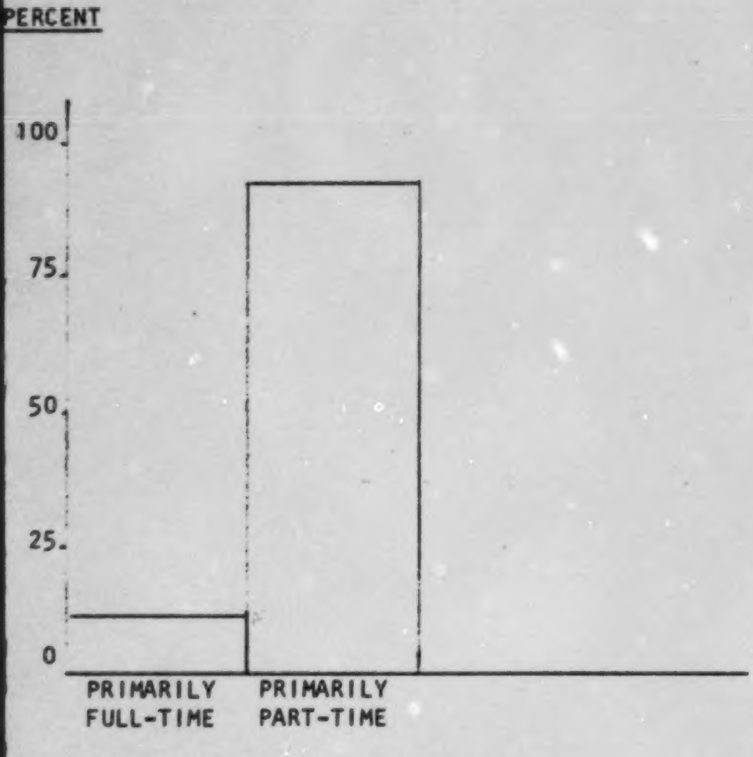


TABLE 19

11. PRIMARILY FULL-TIME OR PART-TIME STUDENT:

N	PERCENT	
35	10.0	(1) PRIMARILY FULL-TIME (12 HOURS OR MORE EACH QUARTER
314	90.0	(2) PRIMARILY PART-TIME (LESS THAN 12 HOURS EACH QUARTER)
349	100.0	TOTAL

5 NON-RESPONDENTS (1.4%)



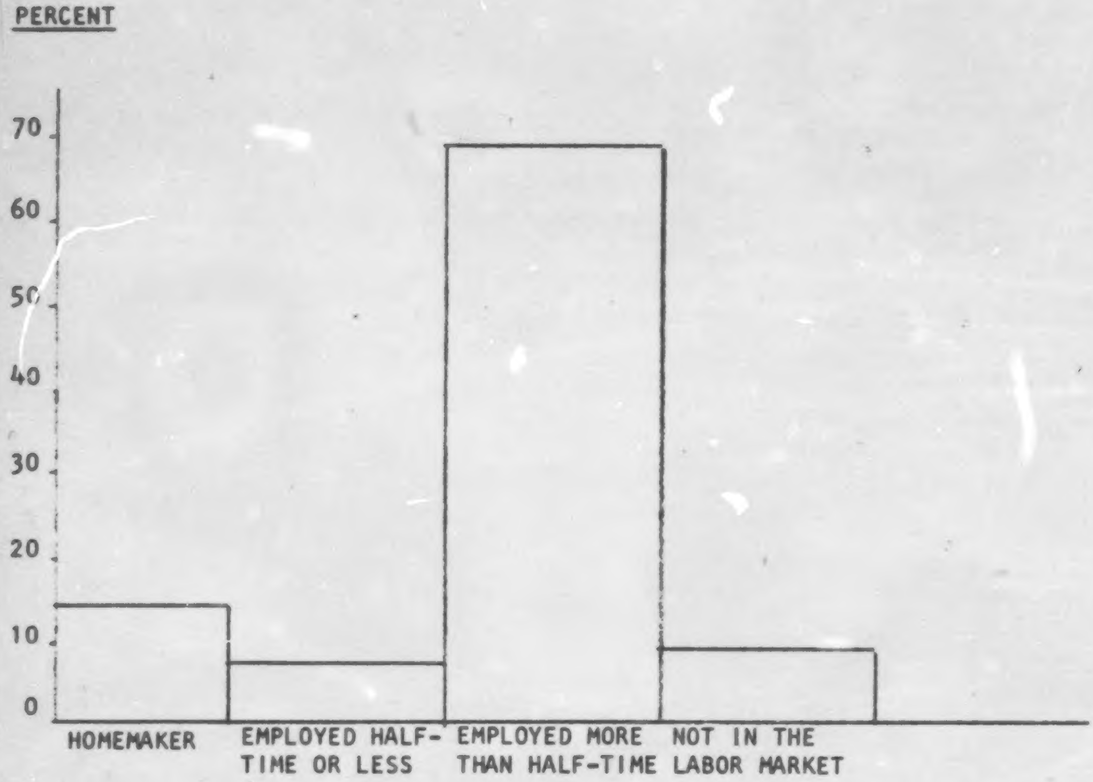
FULL-TIME OR PART-TIME STUDENT

TABLE 20

12. CURRENT EMPLOYMENT OCCUPATION STATUS:

N	PERCENT	
47	13.8	(1) HOMEMAKER
26	7.7	(2) EMPLOYED HALF-TIME OR LESS
237	69.7	(3) EMPLOYED MORE THAN HALF-TIME
30	8.8	(4) NOT IN THE LABOR MARKET
340	100.0	TOTAL

14 NON-RESPONDENTS (3.95%)



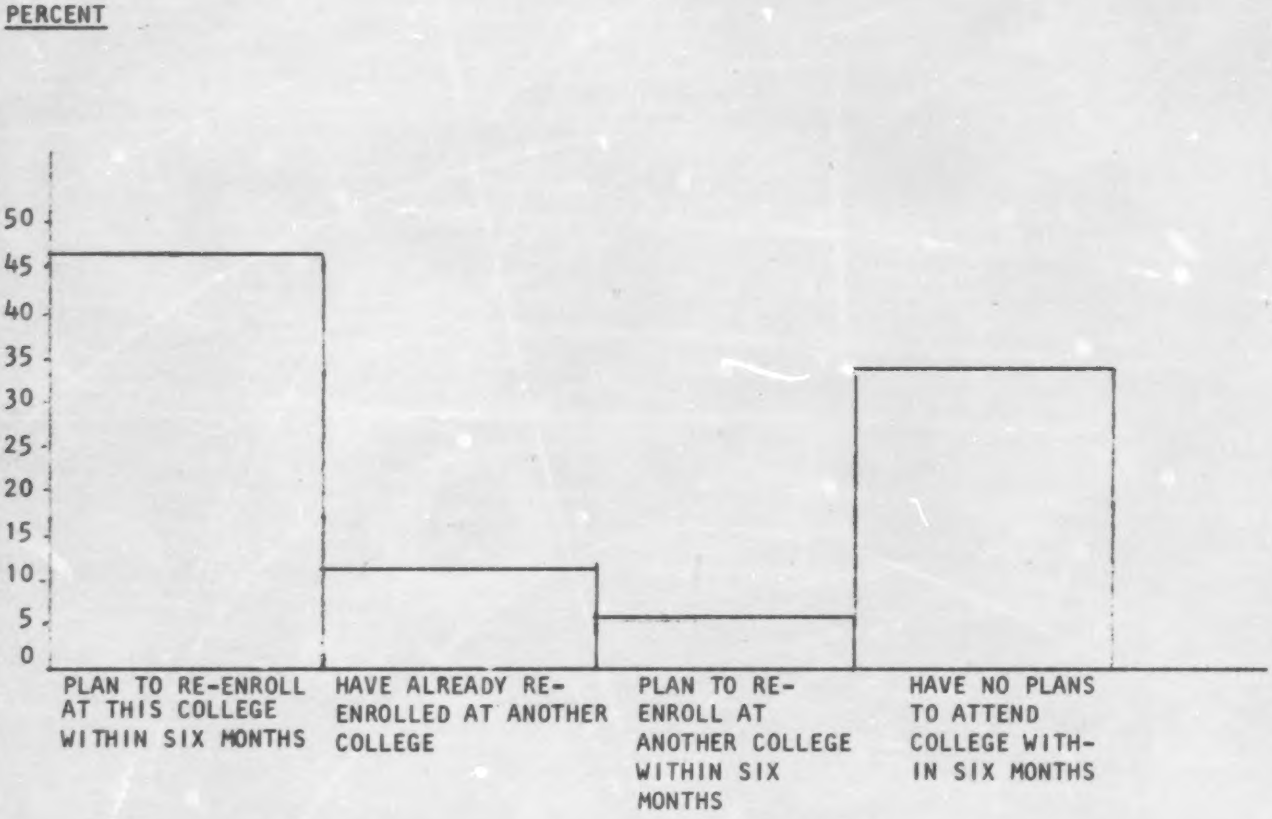
CURRENT EMPLOYMENT OCCUPATION STATUS

TABLE 21

19. CURRENT EDUCATIONAL PLANS:

N	PERCENT	
147	46.5	(1) PLAN TO RE-ENROLL AT THIS COLLEGE WITHIN SIX MONTHS
40	12.7	(2) HAVE ALREADY RE-ENROLLED AT ANOTHER COLLEGE
21	6.6	(3) PLAN TO RE-ENROLL AT ANOTHER COLLEGE WITHIN SIX MONTHS
108	34.2	(4) HAVE NO PLANS TO ATTEND COLLEGE WITHIN SIX MONTHS
316	100.0	TOTAL

38 NON-RESPONDENTS (10.7%)



CURRENT EDUCATIONAL PLANS

APPENDICES

PAGE

APPENDIX

A. QUESTIONNAIRE..

B. COVER LETTER...

C. METHODOLOGY OF WEIGHTED RANKS...................................

EXHIBIT A

Former Student Questionnaire

Cuyahoga Community College

Eastern Campus

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS

SERIES B 1977 - bx

① **Name:** *(please print)*

Last *First* *Middle Initial*

② **Permanent Mailing Address:**

Street

City *State* *Zip code*

Area Code *Telephone*

③ **Social Security Number (Student ID):**

☐	☐	☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7	8	9

④ **Campus and Location:**

10-11

⑤ **Sex:** (Check one)

12-
- 1 ☐ Female
- 2 ☐ Male

⑥ **Race/Ethnic Identification:** (Check one)

13-
- 1 ☐ American Indian or Alaskan Native
- 2 ☐ Asian or Pacific Islander
- 3 ☐ Black
- 4 ☐ Hispanic
- 5 ☐ White
- 6 ☐ Nonresident Alien

⑦ **Age:** (Check one)

14-
- 1 ☐ Under 18
- 2 ☐ 18 - 20 years
- 3 ☐ 21 - 24 years
- 4 ☐ 25 - 34 years
- 5 ☐ 35 - 44 years
- 6 ☐ 45 - 54 years
- 7 ☐ 55 years and over

⑧ **How long were you enrolled before you left this college?** (Check one)

15-
- 1 ☐ Less than one semester (or quarter)
- 2 ☐ One semester (or quarter)
- 3 ☐ Two semesters (or quarters)
- 4 ☐ Three semesters (or quarters)
- 5 ☐ Four or more semesters (or quarters)

⑨ **a. Check here if you did not have a major/program at this college.** 16-1 ☐

b. If you had a major/program at this college, please write it in the space below.

FOR OFFICE USE

☐	☐	☐	☐
17	18	19	20

⑩ **How much help did your experiences at this college give you in reaching each of the goals listed below? (If a statement *was not* a goal of yours, check only the first column.)**

This College Was a Great Deal of Help → 3
This College Was Some Help → 2
This College Was Not Much Help → 1
This Was Not a Goal of Mine → 0

		0	1	2	3
a. To discover my vocational interest	21-	☐	☐	☐	☐
b. To prepare for a new career	22-	☐	☐	☐	☐
c. To improve my knowledge and technical skills required in my present job	23-	☐	☐	☐	☐
d. To increase my chances for a possible raise and/or possible promotion in my present job	24-	☐	☐	☐	☐
e. To complete courses necessary to transfer to a four-year college	25-	☐	☐	☐	☐
f. To learn specific skills that will enrich my daily life	26-	☐	☐	☐	☐
g. To improve my ability to get along with people	27-	☐	☐	☐	☐
h. To become actively involved in student life and campus activities	28-	☐	☐	☐	☐
i. To increase my participation in cultural and social events	29-	☐	☐	☐	☐
j. To improve my confidence in myself	30-	☐	☐	☐	☐
k. To meet people	31-	☐	☐	☐	☐
l. To improve my leadership skills	32-	☐	☐	☐	☐
m. To complete high school (GED)	33-	☐	☐	☐	☐
n. To improve my life style	34-	☐	☐	☐	☐
o. Other (please specify)	35-	☐	☐	☐	☐

⑪ **Were you *primarily* a full-time or part-time student while you attended this college? (Check one)**

36- 1 ☐ Primarily full-time (12 hours or more each semester or quarter)
2 ☐ Primarily part-time (less than 12 hours each semester or quarter)

⑫ **What is your current employment/occupation status? (Check one)**

37- 1 ☐ Homemaker
2 ☐ Employed half-time or less
3 ☐ Employed more than half-time
4 ☐ Not in the labor market

⑬ **Please describe in your own words your reasons for not returning to our college this term.**

____

____

⑭ **Listed below are some academic, employment, financial, and personal reasons why a student might leave college. To what extent are these *your* reasons for leaving this college? (Check one answer for *each* reason)**

		Not a Reason 1	Moderate Reason 2	Major Reason 3
Academic				
a. Needed a temporary break from studies	38-	☐	☐	☐
b. Major or courses not available at this college	39-	☐	☐	☐
c. Dissatisfaction with major department	40-	☐	☐	☐
d. Unsure about my choice of major	41-	☐	☐	☐
e. Course work not challenging	42-	☐	☐	☐
f. Low grades	43-	☐	☐	☐
g. Found courses too difficult	44-	☐	☐	☐
h. Inadequate study techniques or habits	45-	☐	☐	☐
i. Dissatisfied with quality of teaching	46-	☐	☐	☐
Employment				
j. Scheduling conflict between job and studies	47-	☐	☐	☐
k. Accepted a job	48-	☐	☐	☐
l. Went into military service	49-	☐	☐	☐
m. Couldn't find a job while in college	50-	☐	☐	☐

⑭ **continued**

		Not a Reason 1	Moderate Reason 2	Major Reason 3
Financial				
n. Not enough money to go to college	51-	☐	☐	☐
o. Applied, but could not obtain financial aid	52-	☐	☐	☐
p. Financial aid was not sufficient	53-	☐	☐	☐
q. Child care too costly	54-	☐	☐	☐
r. This college was too expensive	55-	☐	☐	☐
Personal Circumstances				
s. Found study too time-consuming	56-	☐	☐	☐
t. Home responsibilities were too great	57-	☐	☐	☐
u. Illness, personal or family	58-	☐	☐	☐
v. Personal problems	59-	☐	☐	☐
w. Fulfilled my personal educational goals	60-	☐	☐	☐
x. Marital situation changed my educational plans	61-	☐	☐	☐
y. Moved out of the area	62-	☐	☐	☐
z. Child care not available	63-	☐	☐	☐

⑮ **Looking at the above list in question ⑭, please select the three most important reasons why you did not return to our college this term.** (List, in order of importance, the appropriate letter [a, b, c, etc.] in the boxes below)

First ☐ 64-65   Second ☐ 66-67   Third ☐ 68-69

⑯ **How satisfied are you with your experiences at this college in each of the following areas? (Check one answer for *each* statement)**

		Dissatisfied 1	Somewhat Satisfied 2	Very Satisfied 3
a. My overall impression of this college	70-	☐	☐	☐
b. The overall quality of instruction	71-	☐	☐	☐
c. Availability of needed courses	72-	☐	☐	☐
d. Convenience of times courses were offered	73-	☐	☐	☐
e. The accesibility of instructors	74-	☐	☐	☐
f. Helpfulness of instructors in assisting me with career plans	75-	☐	☐	☐
g. If applicable, my overall impression of courses in my major/program	76-	☐	☐	☐

⑰ **How satisfied were you with each of the college services listed below? (If you never used a particular service or the service was not available, check only the first or second column.)**

		Never Used this Service 1	This Service Not Available 2	Dissatisfied 3	Somewhat Satisfied 4	Very Satisfied 5
a. Admissions Office Information	10-	☐	☐	☐	☐	☐
b. Registration	11-	☐	☐	☐	☐	☐
c. Financial Aid Office	12-	☐	☐	☐	☐	☐
d. Student Employment Services While Attending College	13-	☐	☐	☐	☐	☐
e. Job Placement Office After College	14-	☐	☐	☐	☐	☐
f. Academic Advising (faculty)	15-	☐	☐	☐	☐	☐
g. Academic Advising (counselors)	16-	☐	☐	☐	☐	☐
h. Guidance and Counseling Services	17-	☐	☐	☐	☐	☐
i. Reading, Writing, Math Skills Improvement	18-	☐	☐	☐	☐	☐
j. Testing Services	19-	☐	☐	☐	☐	☐
k. Career Development	20-	☐	☐	☐	☐	☐
l. Cafeteria	21-	☐	☐	☐	☐	☐
m. Recreation and Athletic Programs	22-	☐	☐	☐	☐	☐
n. Library	23-	☐	☐	☐	☐	☐
o. Health Center	24-	☐	☐	☐	☐	☐
p. Housing Facilities	25-	☐	☐	☐	☐	☐
q. College Cultural Programs	26-	☐	☐	☐	☐	☐
r. Minority Affairs Office	27-	☐	☐	☐	☐	☐

⑱ **If you left our college because of dissatisfaction with some aspect of it, please write in the space below what we could have done to encourage you to stay in college.**

____

____
28-29

⑲ **What are your current educational plans? (Check one)**

30- 1 ☐ Plan to re-enroll at this college within six months
2 ☐ Have already re-enrolled at another college
3 ☐ Plan to re-enroll at another college within six months
4 ☐ Have no plans to attend college within six months

APPENDIX B

Cuyahoga Community College

Eastern Campus
25444 Harvard Road
Warrensville Township, Ohio 44122
216/464-1450

Office of the Campus President

October 4, 1977

Dear Former Student:

Our records show that you attended the Eastern Campus of CCC the Fall of 1976.

The College is interested in determining your INTENTIONS TO ATTEND THE WINTER OF 1977, AT EASTERN CAMPUS, and your degree of satisfaction with various aspects of the College. This information will be particularly helpful in our institutional planning as we continue to meet the needs of students.

To help us determine this we have enclosed a confidential questionnaire for you to complete. Please complete the questionnaire as soon as possible and return it in the enclosed envelope. You may notice that this questionnaire includes personal data about yourself. This is included in order to verify our institutional records and for statistical purposes. This information will remain confidential and your responses will become part of our statistical report.

If you have re-enrolled at TRI-C, the receipt of this questionnaire in no way affects that re-enrollment. You were merely selected to receive this questionnaire because you were enrolled at the Eastern Campus the FALL of 1976.

Your cooperation and assistance in completing this questionnaire as soon as possible is greatly appreciated. Thank you.

Sincerely,

David C. Mitchell

David C. Mitchell
Eastern Campus President

Cuyahoga Community College is an Affirmative Action/Equal Opportunity Employer

APPENDIX C

To get the weighted rank for all items of the questions that are multiple in nature, the following procedure was used:

1. A tally of each response for each category of each item.
2. The tally was multiplied by the number assigned to each response as stated on the questionnaire (for example, question no. 17 has three (3) answers for each item of the question: Dissatisfied was given a rank of "1"; Somewnat Satisfied was given a rank of "2"; and Very Satisfied was given a rank of "3".
3. The number derived from no. 2 was then divided by the total number of responses for all categories involved.

EXAMPLE:

WEIGHTED RANK FOR ITEM 17j:

	DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	TOTAL
	1	2	3	
n	0	9	15	24
n x 1 n x 2 n x 3	0	18	45	63

$$\frac{\text{TOTAL OF } n \times 1,\ n \times 2,\ n \times 3}{\text{TOTAL OF } n \text{ (responses)}} = \frac{63}{24} = 2.63$$

A PROPOSAL:

THE ROLE OF MARKETING TECHNIQUES IN COMMUNITY COLLEGES' ENROLLMENTS

BY

GARY R. TARTAGLIA

CUYAHOGA COMMUNITY COLLEGE
EASTERN CAMPUS

NOVEMBER 1, 1977

THE ROLE OF MARKETING TECHNIQUES IN COMMUNITY COLLEGES' ENROLLMENTS

Community colleges nationwide, following their counterparts in higher education, are experiencing a "leveling off" of their enrollments for the first time in their history. The use of marketing techniques[1] are being urged as a possible, and probably effective, recruitment and retention tool in order to avoid the leveling of enrollments.

The community college movement has its history based on the idea of the public land-grant philosophy that "anything can be taught" in order to meet people's needs. This flexibility and adaptability is a strong asset in a society which is experiencing rapid social change. The value of a college degree has been challenged vastly in the past few years; students who do come to college are either *"stopping out"*[2]or *"dropping out"*[3]in hordes unheard of just a few years ago; temptation has risen greatly to get a job and make "a buck" instead of even going to college in the first place; college graduates in the liberal arts are usually either unemployed or underemployed; the "new" students coming to college are the non-traditional middle-aged, white, females and the elderly, at the expense of the 18-20 year olds who come directly from high school.

In essence, what is happening is that the "product" of a college degree is being rejected by its users, the students, while at the same time, college graduates are being educated and trained for a society which does not now exist, due to the rapid social, economic, and technological changes.

The "anything can be taught" idea is a vital force in meeting the needs of the target population of students one is pursuing, once one knows what the target populations' needs and intentions are.[4] This is where the marketing techniques come in. Once the community colleges realize that they too, like any other public or private institution, radiate an image outward to their "customers", the students, a decision has to be made. It boils down to: "Is the image we present the image we want to present to the public?" Either way, the community college has to "package and market" its image to the public in a manner conducive to its various target populations. These target populations are the various "customers" broken down by various segments, usually demographic in nature, who potentially will attend the community college. Market research has to be done at this stage to find out exactly what are the "needs" of our potential "customers". Regular sample surveys of the community's learning needs, direct interviews with current students, and secondary analysis of all available demographic, residential, performance and enrollment elements will serve as the foundation for either reinforcing or creating the community college's image to the public.[5]

Once this image is "packaged and marketed" to the public, the community college has to have a "mind-set" of novelty and innovation; that is, it has to be ready to try new ideas for recruitment and retention in order to increase enrollments.

Once the planning and implementation of the research, the image, and the new ideas are set in motion, the final step is to constantly re-assess the realities present so as to determine whether one is obtaining the desirable goal.[6] The goal then is twofold: to meet the needs of the community's learning intentions; and to present a desirable image to the public. The former goal is obtained through market research; the latter goal is obtained through developing a first-rate "product" (the college education or degree) for your target market and then communicating it to your population. A useful tool in aiding the assessment is the Marketing Environment Review Audit.[7] This is a marketing audit which assists the community college in evaluating its markets, products, marketing programs, and overall marketing effectiveness.

NOTES

1. See Appendix A for definition within the context of higher education.

2. See Judi Kesselman's book, *Stopping Out: A Guide to Leaving College and Getting Back In.* New York: M. Evans and Company, 1976.

3. See Alexander Astin works, especially his book *Preventing Students from Dropping Out*. San Francisco: Jossey-Bass Publishers, 1975.

4. See Appendix B for the Eastern Campus' student target populations.

5. See Appendix C for the Inventory of Research and Evaluation to be done at the Eastern Campus.

6. See Appendix D for the flowchart of research conducted through the Campus President's Office and its impact in the decision-making process at Eastern.

7. See Appendix E for a complete, detailed explanation of the Marketing Audit.

APPENDIX A

A Definition of Marketing and Its Uses for Community Colleges

1.00 Definition of Marketing

1.01 Marketing is the managerial process involving analysis, planning, implementation, and control.

1.02 Since every organization, profit or non-profit, has to succeed in order to survive, it must do the following:

1 - Attract sufficient resources
2 - Convert the resources to a product or a service
3 - Distribute these outputs to the public

1.03 In order to be a good marketer, you must:

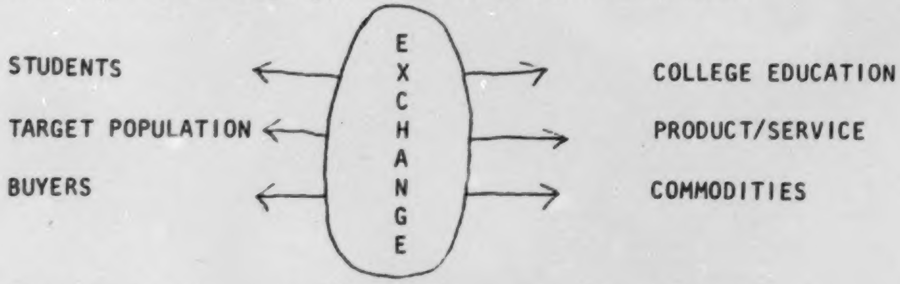
1 - Know how to research and understand the needs of the other party
2 - Know how to design a valued offering to meet these needs
3 - Communicate this effectively
4 - Present the product or service in a good place at a good time

2.00 Uses of Marketing

2.01 It improves the satisfaction of the target market.

2.02 It improves the efficiency and effectiveness of given resources.

2.03 A "market" can be seen as a POTENTIAL ARENA for the trading, or exchanging, of resources as illustrated:



2.04 This leads to a new orientation, or paradigm, for the community college.

2.05 This new orientation leads to a responsive organization which has the following traits:

1 - Shows keen interest about the needs, perceptions, preferences, and satisfaction of its customers

2 - Encourages its customers to submit inquiries, complaints, suggestions, and opinions

3 - Takes corrective action

APPENDIX B

RANK ORDERING OF EASTERN CAMPUS' UNDERSERVED TARGET POPULATIONS

The following list represents in descending order those target populations underserved by the Eastern Campus. The populations near the top are greatly underrepresented in Eastern's student body headcount. The image which is decided upon to reflect the Eastern Campus should be "packaged and marketed" at these target populations, once the needs of these populations have been met. These populations are underrepresented in a relative sense to each other.

1. The Catholic Population
2. Black Senior Citizens
3. The Black, Middle-aged Male (non-traditional student, aged 35-54)
4. The Black Middle-aged Female, aged 35-54
5. The Black Male, aged 21-34
6. The White Male, aged 35-54
7. White Senior Citizens
8. Black Males, aged 18-20
9. The 21-34 Year-old Black Females
10. The College Graduates who come here for "refresher courses either to enter another graduate program or to obtain new skills for the market place.
11. Students who come to Eastern to take courses for "leisure" without going for a degree initially.
12. People who come here initially for non-credit courses.
13. The adult Jewish population of the eastern suburbs.
14. The 25-34 Year-old White Males.
15. The 35-44 Year-old White Females
16. The 18-20 Year-old White Males.
17. The 18-20 Year-old White Females.
18. The 25-34 Year-old White Females.
19. The student working full-time.
20. The student working part-time.
21. The blue-collar, working class population.
22. The white collar, upper-middle-class suburban housewife.
23. The Protestant population.
24. The White population.

APPENDIX B

Eastern's Target Population (cont.)

Further research has to be conducted to find out what percentage each of these twenty-four target populations constitute in the county, which is our service area. After finding out the county-wide percentages, Eastern can fairly, accurately estimate these percentages of the target populations of our student body. Once we find out what percentage we have now in the present, we can set objectives for the future by which we can measure quantitatively the effect of our marketing strategies. This would have a direct bearing on both short-range and long-range planning and evaluating.

APPENDIX C

Inventory of Research and Evaluation to be Done at Eastern Campus

The three main research methodologies that will be used will be the following:

1 - Direct Interviews

2 - Sample Surveys. The samples will be one of the following:

a) Systematic
b) Stratified
c) Cluster
d) Sequential
e) Quota

3 - Secondary Analysis

Methodology #1 - Direct Interviews

Direct Interviews - on specific issues as needed

Methodology #2 - Sample Surveys

New Students	- 4 Times/Yr.
Former Students	- 2 Times/Yr.
Graduates	- Once/Yr.
Follow - Up	- Once/Yr.
Current Students	- Once/Yr.

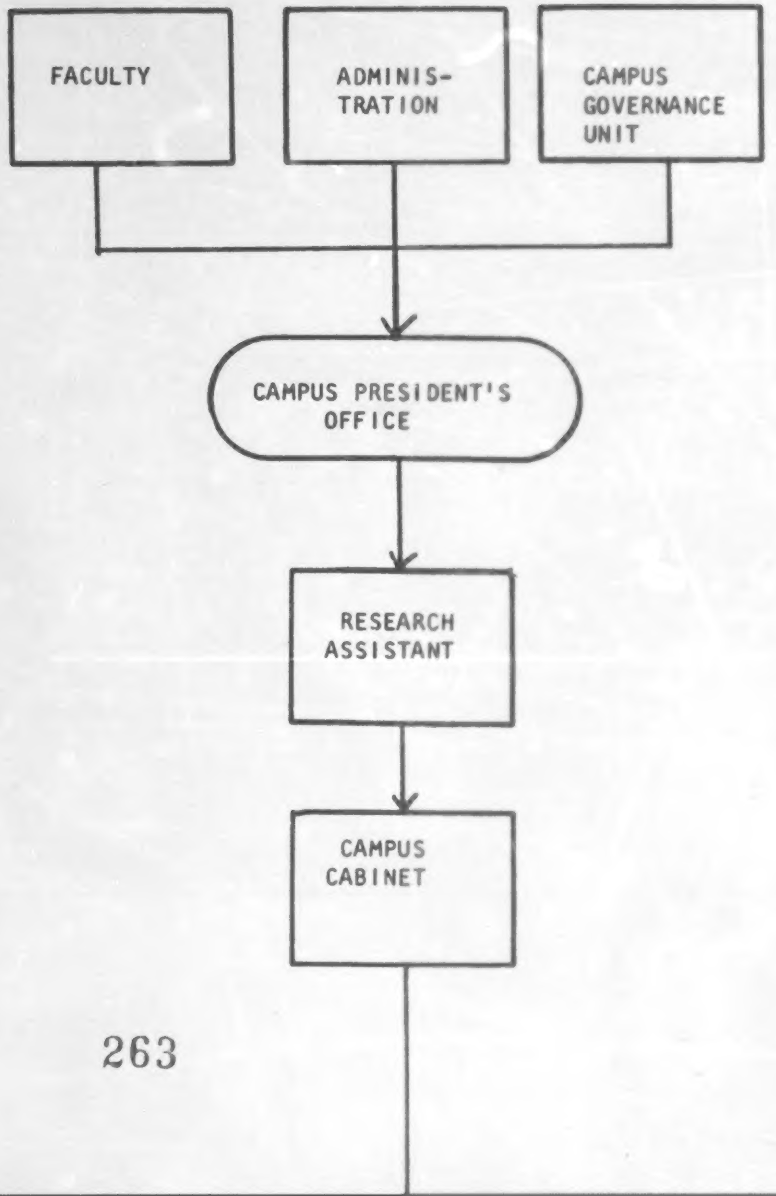
Methodology #3 - Secondary Analysis

Satellite Research
Scheduling Research
NCA and Planning-Evaluating Committee Research
Long Range Plan Committee Research
Student Services Research
Correlation Research Between Surveys
Other Enrollment Research
Demographic Student Data
Residential Patterns of Students
Campus Priorities
Up-Dating Existing Data
Requests by Faculty for Research
Requests by Staff for Research
Planning Information Research
Evaluation Research
Marketing Surveys for Target Populations
Other Performance Research

APPENDIX D

FLOW CHART OF EASTERN CAMPUS RESEARCH FOR PURPOSES OF PLANNING

PREPARED BY
GARY R. TARTAGLIA

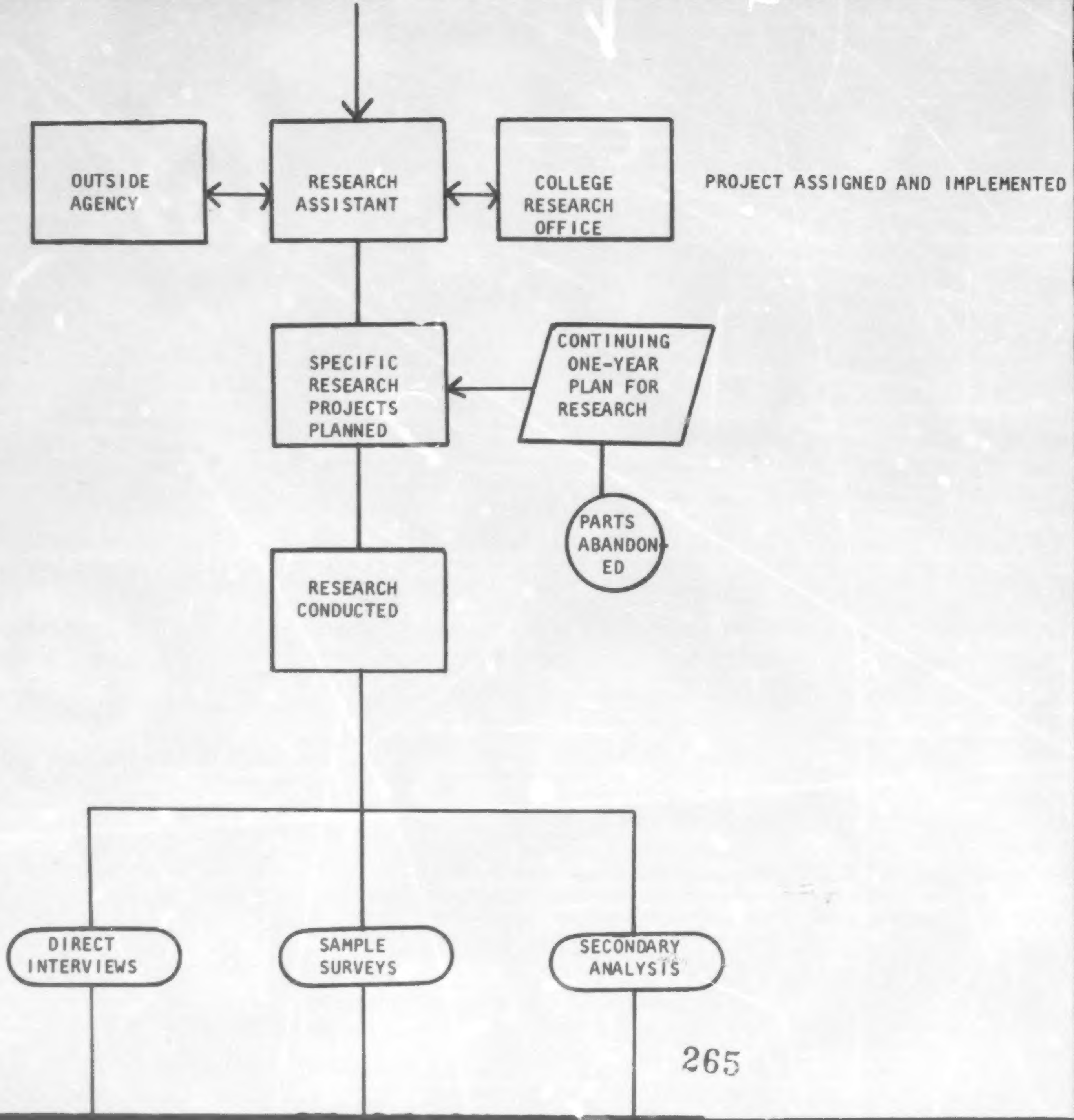

FACULTY
ADMINIS-TRATION
CAMPUS GOVERNANCE UNIT
CAMPUS PRESIDENT'S OFFICE
RESEARCH ASSISTANT
CAMPUS CABINET

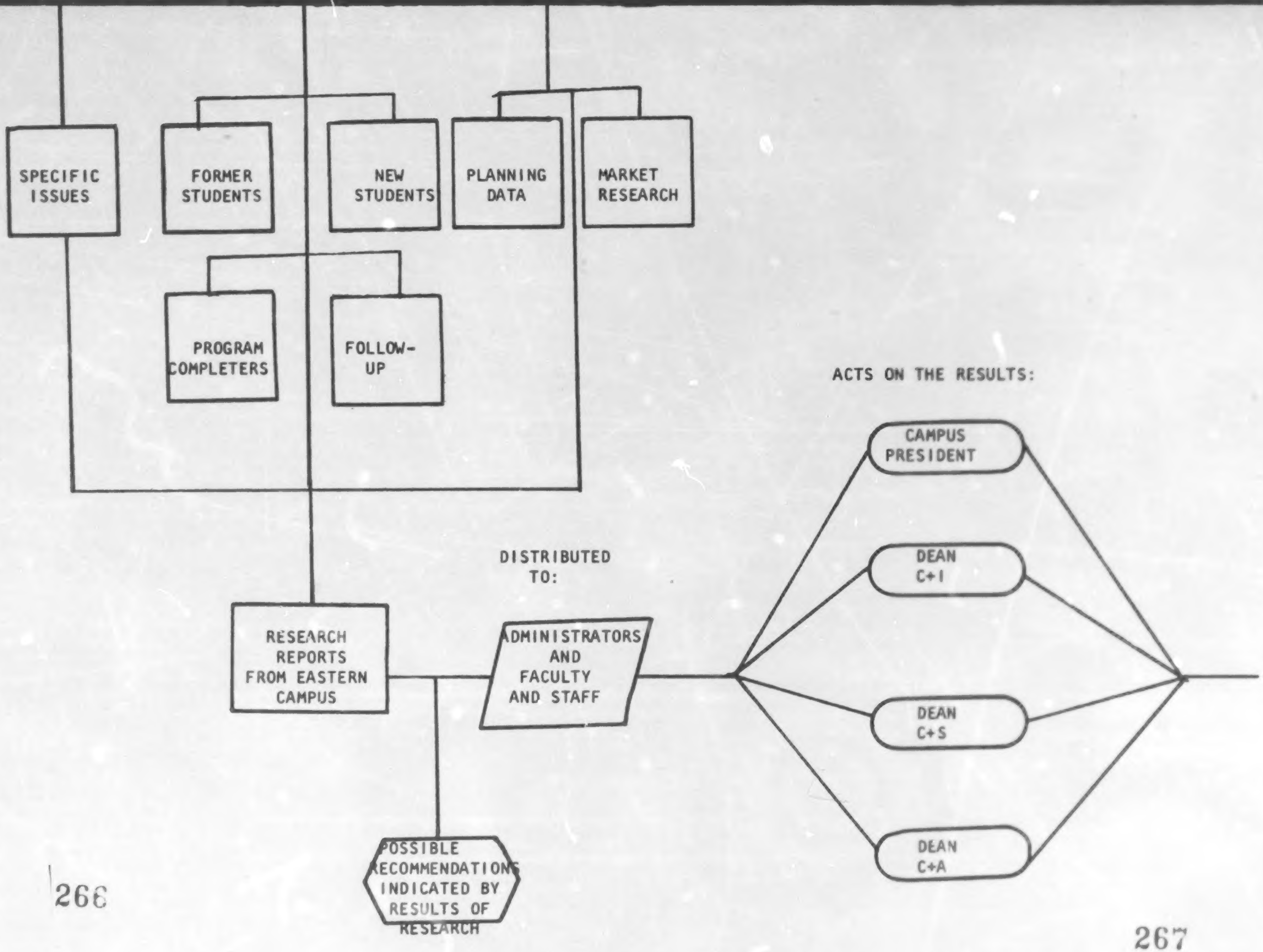
NEED FOR SPECIAL INFORMATION IDENTIFIED

REQUEST TO CAMPUS PRESIDENT'S OFFICE

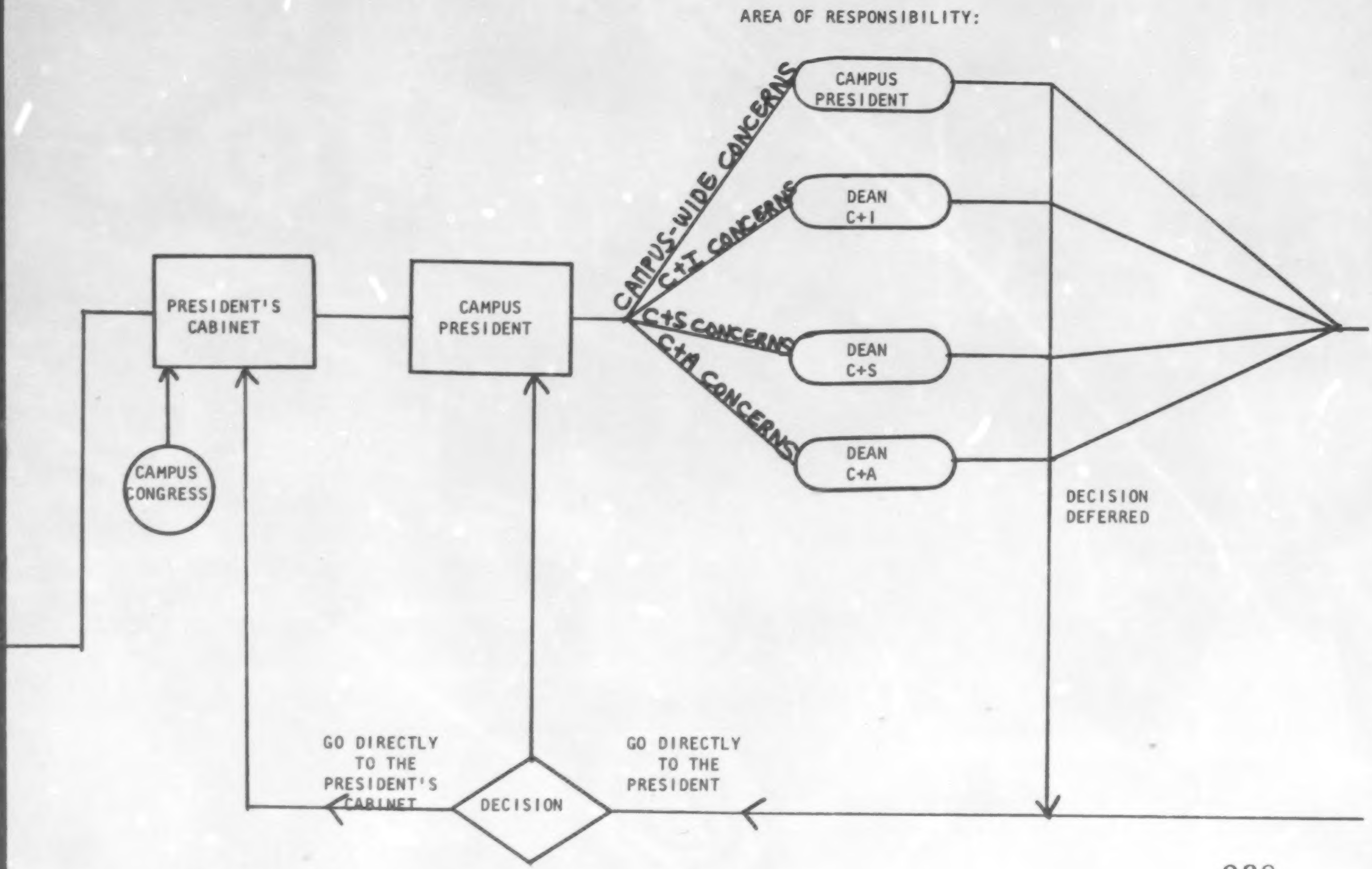
PROJECT FORMULATED

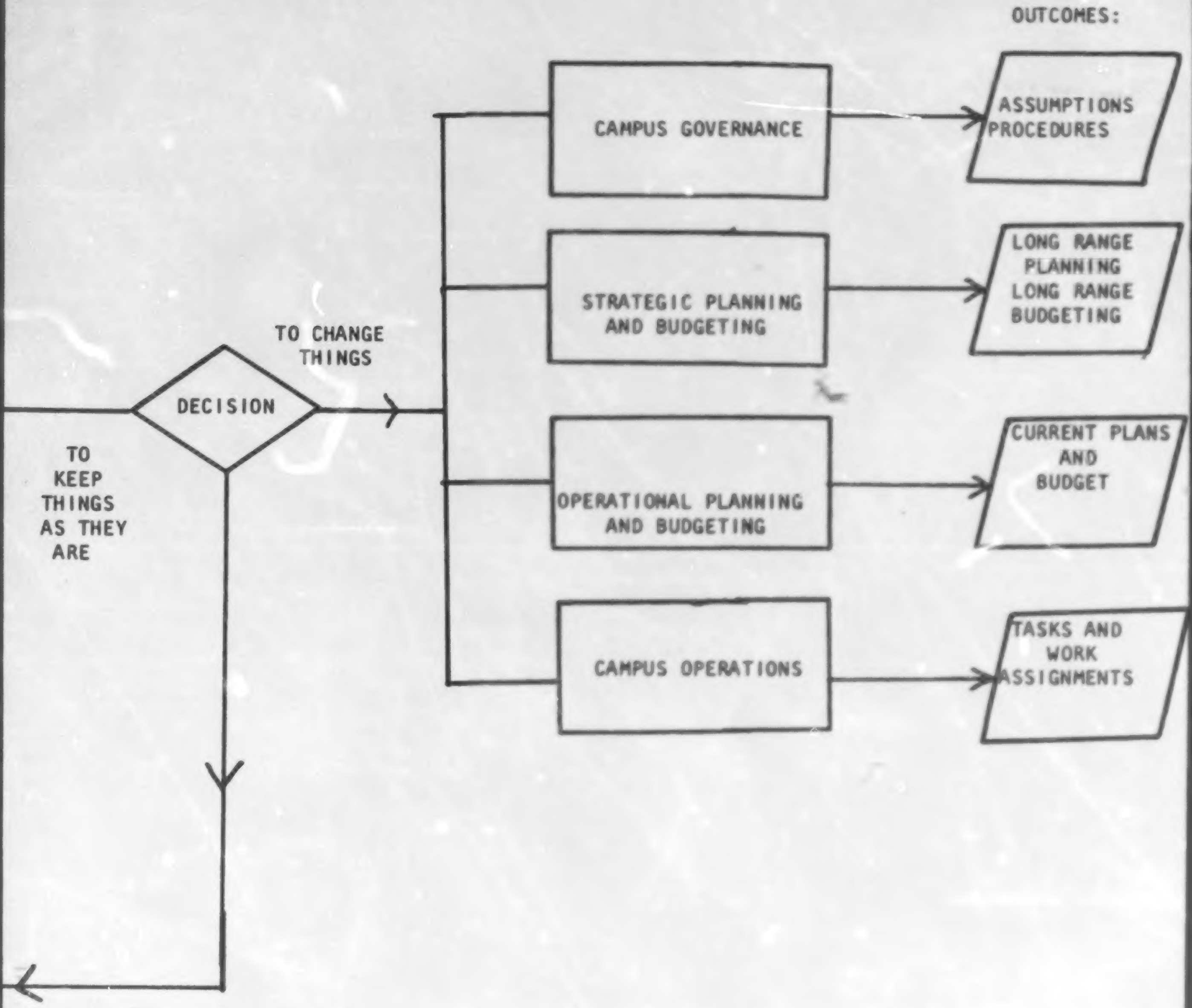
PROJECT APPROVED


OUTSIDE AGENCY
RESEARCH ASSISTANT
COLLEGE RESEARCH OFFICE
PROJECT ASSIGNED AND IMPLEMENTED
SPECIFIC RESEARCH PROJECTS PLANNED
CONTINUING ONE-YEAR PLAN FOR RESEARCH
PARTS ABANDONED
RESEARCH CONDUCTED
DIRECT INTERVIEWS
SAMPLE SURVEYS
SECONDARY ANALYSIS



SPECIFIC ISSUES
FORMER STUDENTS
NEW STUDENTS
PLANNING DATA
MARKET RESEARCH
PROGRAM COMPLETERS
FOLLOW-UP
ACTS ON THE RESULTS:
CAMPUS PRESIDENT
DISTRIBUTED TO:
DEAN C+I
RESEARCH REPORTS FROM EASTERN CAMPUS
ADMINISTRATORS AND FACULTY AND STAFF
DEAN C+S
POSSIBLE RECOMMENDATIONS INDICATED BY RESULTS OF RESEARCH
DEAN C+A


AREA OF RESPONSIBILITY:
PRESIDENT'S CABINET
CAMPUS CONGRESS
CAMPUS PRESIDENT
CAMPUS-WIDE CONCERNS
C+I CONCERNS
C+S CONCERNS
C+A CONCERNS
CAMPUS PRESIDENT
DEAN C+I
DEAN C+S
DEAN C+A
DECISION DEFERRED
GO DIRECTLY TO THE PRESIDENT'S CABINET
DECISION
GO DIRECTLY TO THE PRESIDENT


OUTCOMES:
CAMPUS GOVERNANCE
ASSUMPTIONS PROCEDURES
STRATEGIC PLANNING AND BUDGETING
LONG RANGE PLANNING LONG RANGE BUDGETING
TO CHANGE THINGS
DECISION
TO KEEP THINGS AS THEY ARE
OPERATIONAL PLANNING AND BUDGETING
CURRENT PLANS AND BUDGET
CAMPUS OPERATIONS
TASKS AND WORK ASSIGNMENTS

APPENDIX E

The Marketing Environment Review

The first task of the marketer is to establish the status of the main environmental factors - the markets, the customers, the competitors, and the macroenvironmental forces - affecting the Eastern Campus. The following table illustrates a systematic marketing audit of the above factors in the forms of questions to be answered.

A SYSTEMATIC MARKETING AUDIT

Part I: The Marketing Environment Review

A. Markets

1. Who are Eastern Campus's major markets and publics?

2. What are the major market segments in each market?

3. What are the present and expected future size and the characteristics of each market or market segment?

B. Customers

4. How do the potential students (customers) and the general public feel toward and perceive the Eastern Campus?

5. How do the applicants decide to enroll at Eastern Campus?

6. What is the present and expected future state of customer (student) needs and satisfaction?

C. Competitors

7. Who are Eastern Campus's major competitors?

8. What trends can be forseen in competition?

D. Macroenvironment

9. What are the main relevant developments with respect to demography, economy, technology, government, and culture that will affect Eastern's situation?

After the marketer assesses the role of marketing environment forces - markets, customers, competitors, and the macroenvironment - in creating threats and opportunities for Eastern Campus, he moves on to a series of questions that attempt to assess whether Eastern is a well-positioned environment.

Part 11: The Marketing System Review

A. Objectives

10. What are the Eastern Campus's long-run and short-run overall objectives and marketing objectives?

11. Are the objectives stated in a clear hierarchical order and in a form that permits planning and measurement of achievement?

12. Are the marketing objectives reasonable for the Eastern Campus given its competitive position, resources, and opportunities?

B. Program

13. What is the Eastern Campus's core strategy for achieving its objectives, and is it likely to succeed?

14. Is the Eastern Campus allocating enough resources (or too many) to accomplish the marketing tasks?

15. Are the marketing resources allocated optimally to the various markets, territories, and products of the Eastern Campus?

16. Are the marketing resources allocated optimally to the major elements of the marketing mix; i.e., product quality, personal contact, promotion, and distribution?

C. Implementation

17. Does the Eastern Campus develop an annual marketing plan? Is the planning procedure effective?

18. Does the Eastern Campus implement control procedure (monthly, quarterly, etc.) to insure that its annual plan objectives are being achieved?

19. Does the Eastern Campus carry out periodic studies to determine the contribution and effectiveness of various marketing activities?

20. Does the Eastern Campus have an adequate marketing information system to service the needs of managers for planning and controlling operations in various markets?

D. Organization

21. Does the Eastern Campus have a high-level Marketing officer to analyze, plan, and implement the marketing work of the Eastern Campus?

22. Are the other persons directly involved in marketing activity able people? Is there a need for more training, incentives, supervision, or evaluation?

23. Are the marketing responsibilities optimally structured to serve the needs of different marketing activities, products, markets, and territories?

24. Do the Eastern Campus's personnel understand and practice the marketing concept?

The following set of questions completes the systematic marketing audit. They deal with how well the Eastern Campus carries out specific marketing activities. These are questions that a marketer would raise about the various elements in the marketing "mix".

Part III: Detailed Marketing Activity Review

A. Products

25. What are the main products of the Eastern Campus? What are the generic products?

26. Should any products in the line be phased out?

27. Should any products be added to the line?

28. What is the general state of health of each product and the product mix as a whole?

B. Price

29. To what extent are prices set on cost, demand, and/or competitive criteria?

30. What would the likely response of demand be to higher or lower prices?

31. How do customers psychologically interpret the price level?

32. Does the Eastern Campus use temporary price promotions, and how effective are they?

C. Distribution

33. Are there alternative methods of distributing the product that would result in more service or less cost?

34. Does the Eastern Campus render adequate service along with product to its customers?

D. Personal Contact

35. Is the recruitment force large enough to accomplish the Eastern Campus's objectives?

36. Is the recruitment force organized along the proper principles of specialization (territory, market, product)?

37. Does the recruitment force show high morale, ability, and effort? Is it sufficiently trained and motivated?

38. Are the procedures adequate for setting quotas and evaluating performances?

E. Advertising

39. Does the Eastern Campus adequately state its advertising objectives?

40. Does the Eastern Campus spend the right amount on advertising?

41. Are the themes and copy effective?

42. Are the media well-chosen?

F. Publicity

43. Does the Eastern Campus have a carefully formulated program of publicity?

G. Sales Promotion

44. Are sales promotions used by the Eastern Campus, and are they well-conceived?

UNIVERSITY OF CALIF.
LOS ANGELES

APR 14 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES

Source: *Marketing for Non-Profit Organizations*
By Phillip Kotler. Englewood Cliffs, New Jersey: Prentice-Hall, 1975.